

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Killian Senior High School (7361)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Ricardo Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Killian Senior High School is a ninth through twelfth grade public high school located on 21.6 acres in southern Miami-Dade County. Like South Florida itself, Miami Killian has changed a great deal in many respects since its opening in 1966. Population growth, trends in real estate, and rapid land development, are some of the factors contributing to this change. A new three story addition was opened in November of 2006. Major renovations began on the existing school in April of 2007 and are scheduled to continue through August of 2008. Current building utilization is at 150% with 18 portable/relocatable classrooms on campus.

The majority of families in this community are middle class; 35% of students qualify for free or reduced lunch. The school serves approximately 3,450 students from the surrounding neighborhoods. Two middle schools, Arvida and Glades, are part of the Miami Killian Feeder Pattern, and together account for approximately 60% of our incoming freshman. Other major feeder middle schools are Richmond, Kenwood (K-8), Palmetto, Southwood, and Ammons. The ethnic/racial makeup of the student population is 53% Hispanic, 22% White (non-Hispanic), 20% African-American, and five percent other (Asian, American Indian, and Multiracial). Of the total student body, 14% are Students with Disabilities, 16% are Gifted, and five percent are English Language Learners.

After maintaining a B designation from the state for four years in a row, Miami Killian, like many high schools, dropped to a grade of C in 2007 with the inclusion of additional indicators. The 2007 School Accountability Report indicates that the percent of students meeting high standards was 46% in reading, 73% in mathematics, and 42% in science (as defined by achieving an FCAT level of 3 or above). In ninth grade, 30% scored Level 1 in reading, 30% scored Level 2 in reading, 19% scored Level 1 in mathematics, and 20% scored Level 2 in mathematics. In tenth grade, 35% scored Level 1 in reading, 28% scored Level 2 in reading, 13% scored Level 1 in mathematics, and 19% scored Level 2 in mathematics.

The 2007 Adequate Yearly Progress (AYP) Report indicates that the total population did not meet the AYP benchmark in reading, but did in mathematics. The AYP Report indicates a 70% Killian high school graduation rate for 2006 compared to a state rate of 68% and a district rate of 58%. Killian's percentage of attendance for 2006-2007 was 95.52%, an increase over 93.89% for 2005-2006.

At the start of the 2007-2008 school year, Miami Killian Senior High School had 176 full-time instructional staff with 13% new to the school this year. Nine percent are beginning teachers. The instructional staff is comprised: 53% White, 32% Hispanic, 14% Black, and two percent Asian. Forty-nine percent of the teachers have advanced degrees. Average class size for core classes as reported by the district's Class Size Portal is 24.85. Our Leadership Team will continue this year to explore alignment with the district's Secondary Reform Initiative as we undertake our five-year SACS self-study.

For the last two years we were participants in the Enhancing Education through Technology Grant. We are in the third year of a Title III grant for English Language Learners. We have applied for a Small Learning Community (SLC) Grant and are awaiting word on the outcome. Our Dade Partners include hospitals, professional offices, sports-affiliated groups, entertainment venues, and commercial vendors. Our students are active in the community through beach clean-ups, tutoring, and festivals. Students participate in food, book, clothing, and blood drives. Our United Way Campaign earns recognition each year.

Miami Killian continually strives to meet the needs of all students. At the core is a tradition of high academic standards across all disciplines and at every level. Computers are regularly used in support of instruction through algebra, intensive reading, ESOL, and science classes. We offer an extensive gifted program which includes core courses, electives, and consultation services. Over the last four years, Miami Killian Senior High School has shown a marked upward trend in the number of Advanced Placement (AP) courses offered, the number of students enrolled in AP courses, the number of students taking AP exams, and the number of exams scored 3 or above. In addition, the "Equity and Excellence" percentages generated by the College Board have shown increases. The percentage of 12th graders who have scored 3 or above on at least one AP exam in their high school career stands at 30.6%. Miami Killian earned a place in Newsweek's Magazine List of America's Top High Schools based on 2006 data.

Our Ninth Grade Cougar Academy engages students in activities to support transition to high school and encourage career awareness. Underclassmen in our large gifted and honors program are considered to be members of our Pre-AP Academy. Over 25% of our students are enrolled in at least one of the 25 different advanced placement courses offered. Our Academy of Information Technology enables students to pursue preparation for a career or additional training in the field of technology. Our JROTC Academy nurtures character, citizenship, and personal responsibility through service, fitness, and leadership activities. Our Culinary Arts and Health Science Academies are new this year.

Our academic, athletic, and extra-curricular programs are designed to meet the needs of a diverse student population and contribute to a sense of pride, excellence, and unity at Miami Killian Senior High School. Membership totals for our clubs, honor societies, athletic teams, band, and student government exceed 2,100 students. Over 200 students are actively involved in our award winning JROTC program. Miami Killian has been awarded numerous trophies for success in band, debate and academic competitions. Our athletics program has received district and state honors.

After reviewing pertinent data and receiving recommendations from all concerned stakeholders, the Educational Excellence School Advisory Council (EESAC) identified the following objectives for the 2007-2008 School Improvement Plan (SIP):

Given instruction using the Sunshine State Standards, all students in grades nine and ten will improve their skills in reading as evidenced by 58% of all students in grades nine and ten achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, White students will improve their skills in reading as evidenced by 58% of White students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Black students will improve their skills in reading as evidenced by 58% of Black students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 58% of Hispanic students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, English Language Learner students will improve their skills in reading as evidenced by 58% of English Language Learner students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 58% of Economically Disadvantaged students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 58% of Students with Disabilities achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their skills in mathematics as evidenced by 70% of students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black students will improve their skills in mathematics as evidenced by 62% of Black students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in mathematics as evidenced by 62% of Economically Disadvantaged students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, English Language Learner students will improve their skills in mathematics as evidenced by 62% of English Language Learner students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 62% of Students with Disabilities achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade ten will demonstrate their skill proficiency in writing as evidenced by 90% of the students meeting high standards on the 2007 FCAT Writing+.

Given instruction using the Sunshine State Standards, eleventh grade students will improve their science skills as evidenced by 67% of students scoring at Level 3 or above on the 2008 FCAT Science.

Given continued emphasis on parental, family and community involvement, Miami Killian Senior High School will generate at least twice each month a mass communication effort defined as a flyer distribution, a mass postal mailing, a Connect/ED message, an update to the parent section of the Killian Website, a posting to a newspaper school section, or use of other mass media.

Given the use of alternative referral consequences, the number of indoor suspensions as reported by COGNOS will decrease by five percent from 338 to 321 from the 2006-2007 to the 2007-2008 school year.

The number of class sections utilizing classroom computers at least once weekly will increase by 5% from 2006-2007 to 2007-2008.

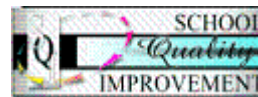
Given participation in a carefully planned physical education program, the percent of students taking physical education who achieve silver or gold award level on the FITNESSGRAM will increase to 66% in the spring 2008 administration of the FITNESSGRAM program test.

Given specific guidance and structure through ninth grade world history classes, ninth grade students will demonstrate organizational skills as evidenced by at least 80% of students receiving a grade of C or better on monthly notebook assessments conducted in world history classes, as evidenced by teacher gradebooks.



School Improvement Plan

2007-2008



Given increased attention to efforts which relate to components in the derivation of the ROI Index, the resulting ROI will increase in ranking on the State of Florida ROI index publication from the 93rd percentile in 2004-2005 to the 94th percentile on the next publication of the index.

Given guidance and assistance by the student services staff, the graduation rate for all students will increase as evidenced by an increase in the overall graduation rate to 74% and increases in the graduation rate for each subgroup of at least one percent as documented by the Adequate Yearly Progress Report.

Upon consideration of the results of a staff survey, Organizational Performance Improvement Snapshot, it was found that overall responses were positive across the seven categories surveyed. A review of specific item responses yielded several opportunities for growth. Leadership will focus on increasing opportunities for employees across all job types to provide input as the school plans for the future. Budget information, which has always been available to interested parties, will be presented to a variety of staff audiences to promote a wider understanding of the school's finances.

Through accomplishment of these stated SIP objectives, and with the support of an empowered staff, we hope to fully achieve our mission to prepare students to reach their optimum potential in an ever-changing, highly technical, global world.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7361 - MIAMI KILLIAN SENIOR HIGH SCHOOL

VISION

Miami Killian Senior High School is committed to providing an educational environment in which students can "Aspire and Act to Achieve."

MISSION

The mission of Miami Killian Senior High School is to prepare students to reach their optimum potential in an ever-changing, highly technical, global world. To accomplish this mission, we will provide students with a clean and safe learning environment, a challenging and diverse curriculum, superior classroom instruction, a full range of positive support services, and a variety of athletic and other extracurricular activities.

CORE VALUES



School Improvement Plan 2007-2008



INDIVIDUAL WORTH

Miami Killian Senior High School's foundation is built on a shared belief that all students can learn, achieve, and succeed and that each student is a valued individual with unique intellectual, physical, social, and emotional needs.

ACTIVE STUDENT ENGAGEMENT

At the core of Killian's instructional practices is a belief that students learn best when they are actively involved in the learning process and have a variety of instructional approaches and co-curricular activities to support that process. Instructional practices should incorporate learning activities and evaluation techniques that take into account differences in learning styles.

HIGH EXPECTATIONS

Clear goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.

PRODUCTIVE ENVIRONMENT

Optimum student achievement takes place best in a safe, clean environment where parents, students, administrators, teachers, and community members share responsibility and take an active role in support of the school's mission.

School Demographics

Miami Killian Senior High School is a ninth through twelfth grade public high school located on 21.6 acres in southern Miami-Dade County. Like South Florida itself, Miami Killian has changed a great deal in many respects since its opening in 1966. Population growth, trends in real estate, and rapid land development, are some of the factors contributing to this change.

A new three story addition was opened in November of 2006 which houses thirty-five classrooms. Renovations began on the existing school in April of 2007 and are scheduled to continue through August of 2008. Current building utilization is at 150% with 18 portable/relocatable classrooms on campus and in use during the renovation process.

The majority of families in this community are middle class; 35% of students qualify for free or reduced lunch. The school serves approximately 3,450 students from the surrounding neighborhood. This represents a continued drop in enrollment over the last two years of approximately 5% each school year. The ethnic/racial makeup of the student population is 53% Hispanic, 22% White (non-Hispanic), 20% African-American, and five percent other (Asian, American Indian, and Multiracial). The ethnic profile of the student body has changed during the past five years, showing an increase in the Hispanic population, with a decrease in the percent of White students. Of the total student body, 14% are Students with Disabilities, 16% are Gifted, and five percent are English Language Learners.

After maintaining a B designation from the state for four years in a row, Miami Killian, like many high schools, dropped to a grade of C in 2007 with the inclusion of additional indicators. The 2007 School Accountability Report indicates that the percent of students meeting high standards was 46% in reading, 73% in mathematics, and 42% in science (as defined by achieving an FCAT level of 3 or above). The report indicates that 42% made learning gains in reading and 72% made learning gains in mathematics. In ninth grade, 30% scored Level 1 in reading, 30% scored Level 2 in reading, 19% scored Level 1 in mathematics, and 20% scored Level 2 in mathematics. In tenth grade, 35% scored Level 1 in reading, 28% scored Level 2 in reading, 13% scored Level 1 in mathematics, and 19% scored Level 2 in mathematics.

The 2007 Adequate Yearly Progress (AYP) Report indicates that only the White subgroup met AYP benchmarks in reading, while the Total population and White and Hispanic subgroups met AYP benchmarks in mathematics. The AYP Report indicates a 70% Killian high school graduation rate for 2006 compared to a state rate of 68% and a district rate of 58%. Killian's percentage of attendance for 2006-2007 was 95.52%, an increase over 93.89% for 2005-2006.

Miami Killian considers its excellent teachers and diverse student body to be its greatest assets. Their variety of interests promotes a multi-faceted curricular and extra-curricular program. Our greatest concern is finding sufficient funding to meet class size reduction mandates and to provide expansive and extensive resources for every aspect of school life.

At the start of the 2007-2008 school year, Miami Killian Senior High School has 176 full-time instructional staff. Twenty-three teachers (13%) are new to the school this year; sixteen (nine percent) are beginning teachers. Ninety-three instructional staff (53%) are White, 57 (32%) are Hispanic, 23 (14%) are Black, and three (two percent) are Asian. Forty-nine percent of the teachers have advanced degrees. Three teachers have National Board Certification. Staff attendance averages 95.05%.

Miami Killian continually strives to meet the needs of all students. At the core is a tradition of high academic standards across all disciplines and at every level. Computers are used in support of instruction through the Cognitive Tutor in algebra classes, READ 180 and Reading Plus in intensive reading classes, TeenBiz 3000 in ESOL classes, and ExploreLearning.com in science classes. We offer an extensive gifted program which includes core courses, electives, and consultation services.

Over the last four years, Miami Killian Senior High School has shown a marked upward trend in the number of Advanced Placement (AP) courses offered, the number of students enrolled in AP courses, the number of students taking AP exams, and the number of exams scored 3 or above. In addition, the "Equity and Excellence" percentages generated by the College Board have shown increases. The percentage of 12th graders who have scored 3 or above on at least one AP exam in their high school career stands at 30.6%. Miami Killian earned a place in Newsweek's Magazine List of America's Top High Schools based on 2006 data.

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Average class size for core classes as reported by the district's Class Size Portal is 24.85.

Two middle schools, Arvida and Glades, are part of the Miami Killian Feeder Pattern, and together account for approximately 60% of our incoming freshman. Both schools were designated A schools for 2007. The remaining freshman students come from other middle schools including primarily (in order of contribution): Richmond, Kenwood (K-8), Palmetto, Southwood, and Ammons.



School Improvement Plan

2007-2008



Our academic, athletic, and extra-curricular programs are designed to meet the needs of a diverse student population and contribute to a sense of pride, excellence, and unity at Miami Killian Senior High School. Membership totals for our clubs, honor societies, athletic teams, band, and student government exceed 2,100 students. Over 200 students are actively involved in our award winning JROTC program. Miami Killian has been awarded numerous trophies for success in band, debate and academic competitions. Our athletics program has received district and state honors.

For the last two years we were participants in the Enhancing Education Through Technology Grant which provided staff with professional development opportunities related to the infusion of technology into classroom instruction. We are in the third year of a Title III grant for English Language Learners (ELL). This grant has provided teacher professional development, computers, licensed access to Internet based programs including Odyssey Compass Learning and TeenBiz 3000. These programs provide ELL students with differentiated instruction in reading, listening, speaking, and writing skills. A Technology Refresh Grant will provide the school with 360 new computers for instruction and classroom management. We have applied for a Small Learning Community (SLC) Grant and are awaiting word on the outcome.

Our Dade Partners include hospitals, professional offices, sports-affiliated groups, entertainment venues, and commercial vendors. They provide guest speakers, career exploration experiences, tangible student incentives, and materials for projects. Our students are active in the community through beach clean-ups, tutoring, and festivals. Students participate in food, book, clothing, and blood drives. Our United Way Campaign earns recognition each year.

We are confident that with the unified efforts of our students, staff, parents, and community, Miami Killian Senior High School will continue to "Aspire and Act to Achieve."

School Foundation

Leadership:

The principal's theme for this school year is "Aspire and Act to Achieve," a theme which summarizes the school's direction and provides focus to staff and students. Through this message, staff recognizes that it is not enough to desire or imagine changes, we must make proactive plans and take the necessary steps to achieve goals and make our dreams for student achievement a reality. As we begin our five-year SACS review this school year, the staff has embraced this theme as our school vision.

The direction the school takes, within the parameters determined by district and state mandates, is set through formal and informal collaboration across many varied opportunities for staff involvement. The principal meets weekly with the extended administrative team and monthly with department chairpersons. In addition to these formal meetings, the principal hosts regular "Listen Up" sessions with department chairpersons and others to hear concerns and solutions. Faculty meetings are held regularly and provide an open collegial forum for concerns.

The Curriculum Leadership Team includes department chairpersons, the reading leader, the media specialist, and the AoIT Academy lead teacher. This same group serves as the school's Literacy Team. Through these teams, all staff is provided representation as they engage in dialogue with administrative staff. Committees are formed as needed to address specific concerns. Standing committees, such as the Technology Committee, meet monthly to provide input and engage in related decision making. The Secondary School Reform Initiative (SSRI) Committee meets to address issues related to high school redesign and restructuring. Beyond these formal channels, all members of the administrative team maintain an open door policy for staff interaction. The Educational Excellence School Advisory Council (EESAC) is regularly attended by active staff members, as well as administrators, parents, students, and members of the community.

In the 2006 OPIS Staff Survey, Leadership was a high-ranking category, receiving an overall score of 4.0 across the 7 related items. The survey used a Likert scale response from 1 (never) to 5 (always). Within the Leadership category, "I know my organization's mission," received the strongest rating (4.4). "My organization asks me what I think," (3.4), was the weakest in this category. This reflects a need to continue to more positively and openly involve support staff, such as clerical, security, custodial, and cafeteria workers in setting direction for the school.

District Strategic Planning Alignment:

The goals and objectives of Miami Killian Senior High School very much mirror the high academic standards indicated in the District Strategic Plan. Given its diverse population, our school serves to meet the needs of all students at every achievement level. We seek to provide a well-rounded program of academics, athletics, and extra-curricular interests. We seek and achieve excellence in all areas and strive for continued improvement through interactive involvement of all staff.

The OPIS Staff Survey contained three items in the category designated Strategic Planning. This category received the lowest overall category rating with a 3.6. In reviewing the specific items, this rating would seem to reflect some concern over the individual's understanding of his or her own place in the bigger picture. Isolating the source of this concern is difficult, given no disaggregation of data by job type, but it will continue to be addressed.

Stakeholder Engagement:

In the category of Customer and Market Focus, the OPIS Staff Survey showed an overall rating of 4.1. With a 4.4 rating, staff responded favorably to the item "I know who my most important customers are." The least favorable ratings (3.9) in this category went to "I ask my customers if they are satisfied or dissatisfied with my work," and "I am allowed to make decisions to solve problems for my customers."

Faculty & Staff:



School Improvement Plan

2007-2008



Miami Killian is mindful of the need to maintain a diverse, well-trained, and high performing staff.

Teachers new to the profession are provided a warm welcome and supportive network of peer teachers. As part of the Professional Assessment and Comprehensive Evaluation System (PACES), new teachers are provided with Professional Growth Teams (PGT) whose membership includes two mentoring teachers. PGTs meet to discuss classroom management, effective teaching strategies, instructional best practices, administrative procedures, and Miami Killian traditions. In addition, these teams participate in pre and post conferences before and after classroom observations to provide feedback regarding lesson plans and instruction. In addition to PGT activities, new teachers participate in quarterly sessions directly with the principal who provides information and guidance.

All teachers, new and veteran alike, are members of an action research learning team and complete Professional Development Plans, which reflect this process of inquiry, reflection, research, and action.

OPIS Staff Survey results in the category of Human Resource Focus indicate an overall category rating of 3.8. The greatest opportunity for improvement is offered by the 3.4 response to the item, "I am recognized for my work."

Through increased support and collaborative efforts, Miami Killian will continue to actively seek and retain new teachers and promote the continued growth and recognition of all teachers.

Data/Information/Knowledge Management:

In the school's quest to gather and understand data, the principal takes a leadership role. The principal serves as a mentor for newly appointed principals in the areas of budget, audits, student achievement, and personnel issues. With this expertise, the principal also mentors school staff in areas related to the application of data. In addition to the principal, the school has many expert staff members who lead and guide others in the interpretation of data and its application to decision making.

The OPIS Staff Survey had the highest category rating for the category Measurement, Analysis, and Knowledge Management (4.2).

Education Design:



School Improvement Plan

2007-2008



In the OPIS Staff Survey, the Process Management category was one of the lower ranking categories with an overall rating of 3.8. Given the realities of funding, it is not surprising to find a rating of 3.5 for the item "I can get all the resources I need to do my job." The highest rating in this category was 3.9 for the item "We have good processes for doing our work." However, in casual conversation, many teachers indicated that they felt this was due to district mandate and not school site policy.

The Continuous Improvement Model (CIM) for school improvement identifies five characteristics common to effective schools. These characteristics include strong instructional leadership, high expectations for student achievement, an instructional focus on reading, writing, and mathematics, a safe and orderly school climate, and frequent measures of student achievement as a basis for program evaluation and improvement. Striving to achieve these characteristics, the four step process of the CIM model has been adopted. This Plan/Do/Study/Act model requires cycling through many activities including the following:

- 1) USE OF DATA - Disaggregated data from the FCAT in reading, writing, mathematics, and science along with Advanced Placement, ACT, PSAT, and SAT results, are studied to determine trends and identify specific needs. These results are discussed with staff and interpreted for application to the classroom setting.
- 2) INSTRUCTIONAL TIMELINES - Subject area departments work collaboratively to establish instructional timelines which will ensure mastery of Florida Sunshine State Standards and the M-DCPS Competency Based Curriculum. Vertical teams in the core academic areas ensure a seamless transition between courses through adequate preparation and appropriate alignment of curriculum.
- 3) INSTRUCTIONAL FOCUS - Departments meet in formal and informal settings throughout the year to engage in curriculum mapping activities and share lesson plans/units, materials, and classroom activities. Department chairpersons monitor timely implementation of instructional timelines and maintenance of appropriate instructional focus. Administrators participate in this on-going instructional "conversation" and timelines and instructional focus are adjusted as warranted.
- 4) ASSESSMENT - Assessment is ongoing through student portfolios and presentations, commercial and teacher prepared quizzes and tests, comprehensive examinations, district interim assessments, and standardized tests. Adjustments are made to instruction as needed.
- 5) TUTORIALS - Miami Killian Senior High School offers a variety of tutorial programs. Individual teachers provide their own students with assistance before and/or after school. All students may utilize the after school academic tutorial program where both teacher and peer assistance is provided. FCAT specific tutorials are provided after school to targeted students. Miami Killian provides an intersession "13th Year" tutorial program for graduating seniors in need of passing the FCAT. In addition, Miami Killian has provided a summer school program which offers intensive reading and mathematics classes along with core academic subjects.
- 6) ENRICHMENT - Students who do not perform well on the FCAT are required to take intensive reading and/or mathematics classes in addition to required core courses. Those who do perform successfully are able to participate in a rich and varied elective offering.
- 7) MAINTENANCE - Attention is paid to the retention of basic skills. Reading, writing, and mathematics are taught "across the curriculum" to encourage continued mastery.
- 8) MONITORING - All administrators are involved in regular classroom observations with post observation conferences providing an opportunity for ongoing dialog concerning the instructional and primary mission of the school – student achievement.

In pursuit of excellence for all students, an extensive program of gifted, honors, and advanced placement courses is available. Through efforts to increase enrollment, especially among underrepresented groups, the "Pre AP Academy" has grown, offering preparation for over 25 different Advanced Placement courses.

Performance Results:

In the OPIS Staff Survey, the category Business Results placed in the middle compared to the ranking of other categories with an overall score of 3.8. The single lowest ranking item (3.0) on the survey was found within this category, "I know how well my organization is doing financially." In order to address this concern, although budget information has always been readily available, we will continue to increase efforts to make information more widely available.

Miami Killian strives to maintain a learning environment in which students feel it is safe to come and at the same time, a high achieving academic culture in which students understand the importance of their participation. Miami Killian Senior High School offers a welcoming, productive school climate for all stakeholders as we "Aspire and Act to Achieve."

Schools Graded 'C' or Below

Professional Development:

Teachers engage in professional development through early dismissal teacher learning teams. These teams address instructional strategies, including differentiating instruction. Killian conducted a CRISS reading strategies training this past summer for 23 teachers funded by the EESAC. These teachers will serve to assist members in their various departments with implementing reading strategies across all subject areas. Teachers participate in various district training opportunities throughout the school year.

Disaggregated Data :

Teachers meet departmentally to review overall school results by NCLB subgroups and according to content/cluster areas on the FCAT in reading, mathematics, and science, in order to discuss appropriate programmatic changes in course curriculum. Teachers review FCAT data to conduct needs assessment for their assigned individual students and provide strategies to address deficiencies. In addition, teachers review data from district interim assessments and debrief students using the assessment instrument.

Informal and Formal Assessments:

Teachers utilize classroom based assignments, quizzes, and tests on a regular basis to assess student proficiency of course objectives in alignment with the subject area Sunshine State Standards. Teachers administer district interim assessments in reading mathematics, and science three times during the year, using the results to debrief students and make adjustments to instruction.

Alternative Instructional Delivery Methods :

Killian teachers maintain high academic standards across all course levels including advanced placement, gifted, honors, non-honors, ESOL, and SPED classes. Intensive reading classes are offered in varying formats. Low scoring Level 1 reading students utilize the READ 180 computer based program during a two hour block of English and reading. FCAT Reading retakers in grades 11 and 12 use the Reading Plus computer based program in a single period intensive course. Ninth grade FCAT Level 1 students in mathematics participate in a two hour block of algebra and intensive mathematics and use the Cognitive Tutor computer based program. Other single period reading and mathematics intensive courses address the needs of all FCAT Level 1-2 students. Science teachers will be implementing use of ExploreLearning.com. Computer based program assessments are used along with classroom based and district interim assessments to monitor student achievement.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Support for the ten guiding principles of Secondary School Redesign can be found throughout Miami Killian's School Improvement Plan. Each of these principles is addressed specifically through the indicated section or goal(s) of the plan:

Different Innovative Approaches to Instruction:
GOAL 1 (Reading), GOAL 2 (Mathematics), GOAL 3 (Writing),
GOAL 4 (Science), and GOAL 7 (Technology)

Responsibility of Teaching Reading for Every Teacher:
GOAL 1 (Reading)

Quality Professional Development for Teachers and Leaders:
GOALS 1-11 (All goals contain professional development components.)

Small Learning Communities (SLC):
SCHOOL FOUNDATION and GOAL 9 (Electives/Special Areas)

Intensive Intervention in Reading and Mathematics:
GOAL 1 (Reading) and GOAL 2 (Mathematics)

Course Choice Based on Student Goals/Interests/Talent:
GOAL 9 (Electives/Special Areas) and GOAL 11 (Graduation Rate)

Master Schedules Based on Student Needs:
GOAL 1 (Reading), GOAL 2 (Mathematics), GOAL 3 (Writing),
GOAL 4 (Science), GOAL 7 (Technology), GOAL 8 (Health), GOAL 9
(Electives/Special Areas), and GOAL 11 (Graduation Rate)

Parental Access and Support:
GOAL 5 (Parent Involvement)

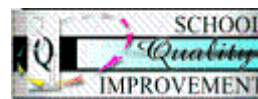
Applied and Integrated Courses:
GOAL 9 (Electives/Special Areas) and GOAL 11 (Graduation Rate)

Academic and Career Planning:



School Improvement Plan

2007-2008



GOAL 9 (Electives/Special Areas) and GOAL 11 (Graduation Rate)

It our vision at Miami Killian Senior High to create an educational environment in which students can “Aspire and Act to Achieve.” The ten guiding principles of secondary school redesign offer support for this vision. We are engaged in the process of implementing redesign efforts. Our teachers seek innovative approaches to instruction. They engage students in activities and projects, utilize technology based resources, and seek new strategies in efforts to differentiate instruction. Each teacher understands the importance of reading and the need to teach reading across all content areas. Over 20 teachers from differing departments participated this summer in a CRISS reading strategies training with the intention of sharing learned strategies with their classes and colleagues.

Our teachers participate in small learning teams designed to allow each teacher to inquire into his/her own practice, reflect on these practices as a team, seek new ideas and current research, and design a plan of action to implement his/her new learning into his/her classroom. These learning teams meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in their classes and improve student performance.

We are seeking a Small Learning Community (SLC) grant in order to more fully explore the possibilities for establishing SLCs at Miami Killian. Currently, our Ninth Grade Cougar Academy engages students in activities to support transition to high school and encourage career awareness. Underclassmen in our large gifted and honors program are considered to be members of our Pre-AP Academy. Our Academy of Information Technology enables students to pursue preparation for a career or additional training in the field of technology. Our JROTC Academy nurtures character, citizenship, and personal responsibility through service, fitness, and leadership activities. Our Culinary Arts and Health Science Academies are new this year. Our Leadership Team will continue this year to explore alignment with the district’s Secondary Reform Initiative as we strive to build small learning communities and undertake our five-year SACS self-study.

Miami Killian provides an array of interventions in reading and mathematics. Intensive reading and intensive mathematics classes are offered during the regular school day. Tutoring sessions are available before and after school. Through a neighboring adult education program we are able to offer credit courses in intensive reading and mathematics after hours on our campus.

As part of their transition activities, ninth graders complete career interest inventories through the CHOICES program and begin the dialogue of establishing goals, developing interests, and applying talents. Guidance staff works closely with students to actively pursue goals and select courses which align with a post-secondary plan. The school’s master schedule is created around students’ course selections. We have established majors in accordance with state requirements and student interests. Parents are encouraged to take an active role in developing student plans and monitoring student success through contact with teachers and frequent access to the Parent Viewer feature of the district Electronic Gradebook.

Our school is currently undergoing a major renovation of its physical facilities. We hope to emerge from the dust with new spaces and new ideas. We are seeking to renovate our curriculum, our instructional approaches, and our organizational structures in search of a school which best meets the needs of our students now and in the future.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Our goal is to ensure that all students have the opportunity to develop reading skills necessary to pursue future goals and participate as educated, productive members of society.

Needs Assessment

In assessing the status of our current reading curriculum we are mindful of the standards suggested by the National Council of Teachers of English. These standards include reading a broad range of texts from a variety of cultures in the United States and the world. These texts include fiction, nonfiction, classic, and contemporary works. Students should be adept at comprehension, interpretation, evaluation, and analysis as students respond to the various texts. Students should be able to draw on their prior knowledge and knowledge of word meanings and their understanding of textual features such as sentence structure.

The School Accountability Report indicates that from 2006 to 2007 the percent of students reading at or above grade level decreased from 47% to 46% and the percent of students making learning gains in reading decreased from 58% to 49%. The percent of students in the lower quartile making learning gains decreased from 52% to 41%.

According to the 2007 Adequate Yearly Progress Report, the percent of students reading at or above grade level decreased from 41% to 39%. The White, Hispanic, and Students with Disabilities subgroups decreased in the percent of students reading at Level 3 or above. The Black and English Language Learners subgroups remained the same and the Economically Disadvantaged subgroup increased by 2%.

An assessment of the data indicates that of the reported subgroups, only the White subgroup with 54% met 2007 adequate progress requirements, all other reported subgroups did not. Only 41% of Hispanic students, 17% of Black students, 25% of Economically Disadvantaged students, 16% of English Language Learner students, and 8% of Students with Disabilities scored at or above grade level on the 2007 FCAT in Reading.

The total population did not meet the 2007 adequate progress requirement of 51% scoring at or above FCAT Level 3 in Reading. The total population and all subgroups are in danger of not meeting the expected higher requirement of 58% for 2008.

A closer look at the data for FCAT strands in Reading indicates that we continue to parallel changes seen in the state results for individual strands. This makes it difficult to attribute increases or decreases to other than test variation. We should continue to address all four strands.

The assessment uncovered the need for training teachers in instructional reading and research strategies which will promote critical thinking, communication of ideas, and an analysis of a variety of different genres.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades nine and ten will improve their skills in reading as evidenced by 58% of all students in grades nine and ten achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, White students will improve their skills in reading as evidenced by 58% of White students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Black students will improve their skills in reading as evidenced by 58% of Black students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 58% of Hispanic students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, English Language Learner students will improve their skills in reading as evidenced by 58% of English Language Learner students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 58% of Economically Disadvantaged students achieving Level 3 or higher on the 2008 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 58% of Students with Disabilities achieving Level 3 or higher on the 2008 FCAT Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enroll FCAT Reading Level 1 and 2 students in Intensive Reading classes.	Asst. Prin. for Curriculum	8/20/07	6/4/08	District-wide Literacy Plan	0
Include one FCAT style reading prompt and question response on at least one written assessment biweekly in all disciplines.	Asst. Prin. for Curriculum	8/20/07	6/4/08	District-wide Literacy Plan	0
Utilize technology based programs including Read 180, Reading Plus, and FCAT Explorer in reading instruction.	Reading Leader	8/20/07	6/4/08	District-wide Literacy Plan	0
Utilize the TeenBiz 3000 Program to provide English Language Learners with differentiated reading instruction.	ESOL Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	25000
Conduct interim assessments in English and Intensive Reading classes and utilize results to screen, diagnose, and monitor progress by content cluster strands in accordance with the school's Continuous Improvement Model.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	Continuous Improvement Model	0
Utilize a Progress Monitoring Plan (PMP) when evaluating the progress of individual students with special attention to the progress of NCLB defined subgroups.	Asst. Prin. for Curriculum	8/20/07	6/4/08	District-wide Literacy Plan	0
Implement an Intensive Reading class inclusion model for Students with Disabilities (SPED).	Inclusion Consultation Teacher	8/20/07	6/4/08	Inclusion of SWD	0
Ensure learning gains for students currently scoring Level 3 or higher through enrollment in advanced courses.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Advanced Academics	0
Provide tutorial services in reading through the use of research based programs in after school tutoring sessions.	Asst. Prin. for Curriculum	8/20/07	6/4/08	District-wide Literacy Plan	7000
Utilize the Regional Center Data Debriefing Protocol to conduct data debriefing sessions with teachers.	Asst. Prin. for Curriculum	8/20/2007	6/4/08	Continuous Improvement Model	0

Research-Based Programs

Miami Killian utilizes the following programs in Language Arts classes: Holt Reader Series; Reading and Writing Sourcebook; McDougal/Littell Interactive Reader Series; Holt Elements of Literature Series; Glencoe/McGraw Writers' Choice Series; McDougal/Littell Language Network Series; AMSCO Preparing for FCAT Reading Workbook; Townsend Press Vocabulary Workbook Series; and Great Source Vocabulary Workbook Series. In addition, the following computer based programs are used: READ 180, Reading Plus, TeenBiz3000, and Riverdeep.



School Improvement Plan 2007-2008



Professional Development

The Killian faculty will be members of action research learning teams. These small learning teams are designed to allow each teacher to inquire into his/her own practice, reflect on these practices as a team, seek new ideas and current research, and design a plan of action to implement his/her new learning into his/her classroom. These learning teams will meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in their classes and improve student performance. Specific emphasis will be given to developing strategies to improve student performance in reading. All learning team members will participate in several inservice workshops designed to introduce new strategies and methods of teaching reading within the content area. Additionally, language arts teachers will be encouraged to participate in online reading courses leading to reading certification.

Evaluation

This objective will be evaluated by at least 58% of total students and 58% of each subgroup reading at or above grade level on the 2008 FCAT Reading. District interim assessments will be utilized to monitor progress quarterly in English classes.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Our goal is to ensure that all students have the opportunity to develop mathematical skills necessary to pursue future goals and participate as educated, productive members of society.

Needs Assessment



School Improvement Plan 2007-2008



In assessing the status of our current mathematics curriculum we are mindful of the standards suggested by the National Council of Teachers of Mathematics. These standards provide for a quality mathematics program that will enable students to communicate their mathematical thinking coherently and clearly to peers, teachers, and others, recognize and apply mathematics in contexts outside of mathematics, solve problems that arise in mathematics and in other contexts, formulate questions that can be addressed with data and collect, organize, and display relevant data to answer these questions, apply appropriate techniques, tools, and formulas to determine measurements, use visualization, spatial reasoning, and geometric modeling to solve problems, use mathematical models to represent and understand quantitative relationships, and compute fluently and make reasonable estimates.

The School Accountability Report indicates that from 2006 to 2007 the percent of students scoring Level 3 or higher in mathematics increased from 71% to 73%. The percent of students making learning gains decreased from 74% to 72%. For the first time, the percent of students in the lowest 25% making learning gains in mathematics was reported at 57%.

According to the 2007 Adequate Yearly Progress Report, the percent of students scoring at or above grade level in mathematics decreased from 65% to 64%. (The adequate yearly progress required percent was 62% for 2007.) An assessment of the data indicates that of the reported subgroups, White and Hispanic students met 2007 adequate progress requirements. Black, Economically Disadvantaged, Students With Disabilities, and English Language Learner students did not. Of these subgroups, Hispanics remained the same. White, Black, and English Language Learner students decreased in the percent of students scoring at or above grade level. While Economically Disadvantaged students showed an increase, the subgroup did not meet adequate progress requirements.

A closer look at the data for FCAT strands in mathematics suggests that additional help is needed to reinforce all strands with the greatest emphasis on Measurement and Geometry.

The assessment also uncovered the need for training teachers in instructional strategies which promote discovery learning, active involvement in the learning of mathematics and the incorporation of technology in the classroom to enhance student understanding and increase student achievement.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their skills in mathematics as evidenced by 70% of students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black students will improve their skills in mathematics as evidenced by 62% of Black students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in mathematics as evidenced by 62% of Economically Disadvantaged students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, English Language Learner students will improve their skills in mathematics as evidenced by 62% of English Language Learner students achieving Level 3 or higher on the 2008 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 62% of Students with Disabilities achieving Level 3 or higher on the 2008 FCAT Mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enroll incoming ninth grade Level 1 mathematics students in a two hour block class of Intensive Mathematics/Algebra I.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Utilize the Carnegie Learning Cognitive Tutor program to encourage the development of problem solving skills.	Mathematics Dept. Chairperson	8/20/07	6/4/08	Education Innovation	0
Provide Intensive Mathematics courses for tenth grade Level 1 and 2 students and eleventh and twelfth grade FCAT retakers through the regular school day or through afternoon/evening courses.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Utilize the departmentally developed guidelines for student learning journals.	Mathematics Dept. Chairperson	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Develop an Intensive Mathematics class inclusion model for students with disabilities (SPED).	Inclusion Consultation Teacher	8/20/07	6/4/08	Inclusion of SWD	0
Conduct interim assessments in mathematics classes and utilize results to screen, diagnose, and monitor progress by content cluster strands in accordance with the school's Continuous Improvement Model.	Mathematics Dept. Chairperson	8/20/07	6/4/08	Continuous Improvement Model	0
Ensure learning gains for students currently scoring Level 3 or higher through enrollment in advanced courses.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Advanced Academics	0
Utilize a Progress Monitoring Plan (PMP) when evaluating the progress of individual students with special attention to the progress of NCLB defined subgroups.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Provide tutorial services in mathematics through the use of research based programs in after school tutoring sessions.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Seamless PreK-12 Curriculum	3000
Utilize the Regional Center Data Debriefing Protocol to conduct data debriefing sessions with teachers.	Asst. Prin. for Curriculum	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Miami Killian utilizes the following programs in Mathematics classes: Carnegie Learning Algebra I Cognitive Tutor Program; Discovering Geometry by Key Curriculum Press; Geometer's Sketchpad by Key Curriculum Press; Green Globes and Graphing Equations Program; McDougal/Littell Algebra series; McDougal/Littell Integrated Mathematics Series; and Riverdeep Algebra I. The mathematics department uses discovery learning, mathematical learning journals, agenda setting, and real world based problems as supported by Robert Marzano's CLASSROOM STRATEGIES THAT WORK.

Professional Development



School Improvement Plan 2007-2008



The Mathematics faculty will be members of action research learning teams. These small learning teams are designed to allow each teacher to inquire into his/her own practice, reflect on these practices as a team, seek new ideas and current research, and design a plan of action to implement his/her new learning into his/her classroom. These learning teams will meet once a week after school and on early release days to research, discuss, design, and implement discovery learning strategies designed to promote active involvement of all students in their classes and improve student performance. Specific emphasis will be given to discovery learning, cooperative learning, graphing calculators, and algebraic manipulatives. Other staff development will consist of district training for all Algebra I teachers on the Carnegie Learning Algebra I Cognitive Tutor and Vertical Team meetings.

Evaluation

This objective will be evaluated by at least 62% of each NCLB subgroup performing at or above grade level in mathematics on the 2008 FCAT as indicated by the Adequate Yearly Progress report and by an improvement in the percent of students achieving Level 3 or higher on the 2008 FCAT Mathematics. District assessments will be utilized to monitor progress quarterly in mathematics classes. In addition, Algebra I classes will participate in pre, progress, and post tests related to the Cognitive Tutor Program.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Our goal is to ensure that all students develop the writing skills necessary to pursue future goals and participate as educated, productive members of society.

Needs Assessment

In assessing the status of our current writing curriculum we are mindful of the standards suggested by the National Council of Teachers of English. These standards include using appropriate prewriting strategies, using an organizational pattern that provides for logical progression of ideas, expressing thoughts with a mature command of language, producing final essays with few, if any convention errors, and writing fluently for a variety of audiences and purposes.

The 2007 School Accountability Report indicates that 82% of all students met high standards in writing (defined as scoring 3.5 or above on the FCAT Writing+). This was a decrease of 2% from 2006.

The average for FCAT Combined Writing scores was 3.9 for the fourth year in a row.

The 2007 Adequate Yearly Progress (AYP) report indicates that 90% of all students met high standards (defined as scoring 3.0 or above on the FCAT Writing).

Assessment of the data uncovered the need for training teachers in writing strategies which will promote written communication of ideas.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will demonstrate their skill proficiency in writing as evidenced by 90% of the students meeting high standards on the 2007 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the use of rubrics and sample essays to enable students to assess their strengths and weakness in writing in all English classes.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	0
Incorporate peer assessment of writing in small groups in all English classes.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	0
Implement the inclusion model when scheduling classes for Students with Disabilities (SPED).	Asst. Prin. for Curriculum	8/20/07	6/4/08	Inclusion of SWD	0
Conduct interim writing assessments in ninth and tenth grade English classes and utilize results to screen, diagnose, and monitor progress in accordance with the school's Continuous Improvement Model.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	Continuous Improvement Model	0
Implement the Home Language Assistance Program to provide pull-out tutoring for English Language Learners.	Asst. Principal	8/20/07	6/4/08	Dual Language	0
Utilize the Townsend Press Vocabulary Series to elevate student writing style through increased vocabulary.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	8000
Utilize "Links to Forceful Writing," to increase awareness of proper punctuation rules and sentence structure.	Lang. Arts Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	8000

Research-Based Programs

Miami Killian utilizes the following programs in Language Arts classes: Links to Forceful Writing; Everything's an Argument; Glencoe/McGraw Writers' Choice Series; McDougal/Littell Language Network Series; and Townsend Press Vocabulary Workbook Series.

Professional Development

Specific training regarding the Links to Forceful Writing Program will be conducted during departmental meetings. This training will provide teachers with strategies to improve classroom instruction related to conventions, writing coherence, and organization. Best practices are routinely shared through departmental meetings.

Evaluation

This objective will be evaluated by an improvement in the percent of students scoring 3.5 or higher on the 2008 FCAT Writing Plus for all NCLB subgroups. District writing tests will be utilized to monitor progress quarterly in English classes.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Our goal is to ensure that all students have the opportunity to participate in scientific investigations by formulating questions, collecting and organizing data using technology, and making conjectures based upon their observations.

Needs Assessment

The 2007 School Accountability Report indicates that 42% of students met high standards in science.

An assessment of data from the 2007 State Report of State/District/School Results in Science indicates that Miami Killian scored one percentage point above the state and 12 percentage points above the district in the percent of students scoring Level 3 or above on the Science FCAT. The school matched the state on mean points earned by content area for each of the four areas.

The assessment uncovered the need for training teachers in instructional strategies which promote investigation and discovery learning activities designed to strengthen student learning.

Measurable Objective

Given instruction using the Sunshine State Standards, eleventh grade students will improve their science skills as evidenced by 67% of students scoring at Level 3 or above on the 2008 FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish faculty learning teams to develop instructional activities which utilize resources including ExploreLearning.com, Logger Pro-Graphical Analysis by Vernier, and CRISS strategies.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Academic Enrichment Opportunities	0
Continue implementation of a departmental student notebook to reinforce organizational skills.	Science Dept. Chairperson	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Conduct interim assessments in Science classes and utilize results to screen, diagnose, and monitor progress by content cluster strands in accordance with the school's Continuous Improvement Model.	Science Dept. Chairperson	8/20/07	6/4/08	Continuous Improvement Model	0
Utilize textbook series FCAT overhead transparencies on a daily basis to provide instructional support for targeted benchmarks.	Science Dept. Chairperson	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Utilize computer interactive probeware equipment (motion detector, heat sensor, temperature probe, etc.) in laboratory activities.	Science Dept. Chairperson	8/20/07	6/4/08	Education Innovation	0
Use FCAT preparatory materials and CRISS strategies to assist students in comprehension of scientific text passages.	Science Dept. Chairperson	8/20/07	6/4/08	District-wide Literacy Plan	0
Utilize District Pacing Guides to align curriculum with the Sunshine State Standards.	Science Dept. Chairperson	8/20/07	6/4/08	Seamless PreK-12 Curriculum	0
Utilize the Regional Center Data Debriefing Protocol to conduct data debriefing sessions with teachers.	Asst. Prin. for Curriculum	8/20/2007	6/4/2008	Continuous Improvement Model	

Research-Based Programs

Miami Killian utilizes the following programs in science classes:
 Glencoe Earth Science; Florida Holt Earth Science; Prentice Hall Biology, Florida Edition; Prentice Hall Biology: Exploring Life, Florida Edition; Prentice Hall: Biology; Glencoe Physical Science; Glencoe Chemistry: Matter and Change; Holt Modern Chemistry; Prentice Hall Chemistry: The Central Science; Holt Physics, Prentice Hall Physics; Thomson College Physics; Thomson Physics for Scientists and Engineers; Current Publishing Life on an Ocean Planet; Thomson Living in the Environment; and Prentice Hall Fundamentals of Anatomy and Physiology.

Professional Development

The Science faculty will be members of action research learning teams. These small learning teams are structured to allow each teacher to inquire into his/her own practice, reflect on these practices as a team, seek new ideas and current research, and design a plan of action to implement his/her new learning into his/her classroom. These learning teams will meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in their classes and improve student performance. Specific emphasis will be given to developing strategies to improve student performance in reading in science, utilizing graphing calculators and CBL's in experiments and developing activities to integrate career themes into science content.

Evaluation

This objective will be evaluated by an increase in the percent of students scoring at Level 3 or above on the 2008 FCAT Science. District interim assessments will be used to monitor progress quarterly in science classes.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Our goal is to increase parent involvement in school related activities and in district sponsored Parent Academy classes.

Needs Assessment



School Improvement Plan 2007-2008



In assessing the nature of parent involvement at our school, we are mindful of many facets of a strong school/parent partnership. The National PTA has set the following six standards for effective parent involvement programs:

- I. Communicating—Communication between home and school is regular, two-way, and meaningful.
- II. Parenting—Parenting skills are promoted and supported.
- III. Student learning—Parents play an integral role in assisting student learning.
- IV. Volunteering—Parents are welcome in the school, and their support and assistance are sought.
- V. School decision making and advocacy—Parents are full partners in the decisions that affect children and families.
- VI. Collaborating with community—Community resources are used to strengthen schools, families, and student learning.

A review of parent responses on the 2006-2007 School Climate Survey showed some continued downward trends from the 2005-2006 survey. Two items showing an increased positive response were "My child's school maintains high academic standards," and "Guidance counselors are concerned about and help students."

According to results on this survey, parents have become less satisfied with the statement, "My child's school is safe and secure." Positive responses were down for other items related to school safety dealing with violence, gang activity, and substance abuse.

While parent responses from 2005-2006 to 2007-2008 were less favorable across seven items related to teacher performance and effective instruction, student responses to these same items improved on six of the seven items.

Parents at Miami Killian are very active in attending large functions such as Open House and the Curriculum Fair. In addition, booster clubs have active rosters of dedicated parents. According to the School Climate Survey, the percentage of parents attending one or more school activities increased. Over 1,300 adults were in attendance at the Open House in the fall. Parent conferences were held in the afternoon and evening on the Parent Conference Day, March 21, 2007. There were 763 teacher/parent conferences held with a total of 881 parents. Over 300 parents and students attended Senior Parent Night in January. We will continue to explore engaging parents in small group interactions on a regular basis.

The revised and frequently updated Killian website is popular with both students and parents. StatCounter is used to track website visits. During the month of October there were 19,856 visitors and 43,850 page loads. During the month of January there were 23,451 visitors and 51,933 page loads.

During the 2006-2007 school year, the variety and number of communication efforts increased. Connect/ED messaging proved especially useful. We need to increase the number of parents utilizing the Parent Gradebook Viewer and continue to explore other opportunities to communicate with parents.

Measurable Objective

Given continued emphasis on parental, family and community involvement, Miami Killian Senior High School will generate at least twice each month a mass communication effort defined as a flyer distribution, a mass postal mailing, a Connect/ED message, an update to the parent section of the Killian Website, a posting to a newspaper school section, or use of other mass media.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage increased communication between teachers and parents through increased teacher-initiated e-mail or phone contact with parents and through timely teacher response to parent-initiated contact. (PTA Standard I)	Principal	8/20/07	6/4/08	Improve Public Perception	0
Identify, communicate and publicize service and volunteer opportunities. (PTA Standard IV)	Asst. Principal	8/20/07	6/4/08	Exchange Meaningful Information	0
Encourage parent participation in the district Parent Academy. (PTA Standard VI)	Asst. Principal	8/20/07	6/4/08	Improve Public Perception	0
Improve and increase home-school communication via postal mailings, web site posting, newsletters, and other mass media. (PTA Standard I)	Asst. Prin. for Curriculum	8/20/07	6/4/08	Improve Public Perception	4500
Increase bilingual communication with parents and family. Encourage parent participation in district sponsored Bilingual Parent Seminars. (PTA Standards I and II)	Asst. Principal	8/20/07	6/4/08	Diversity & Educational Equity	0
Maintain a Parent Resource Center in the Media Center to provide information and ideas to families regarding ways to assist their child at home with reading, mathematics, home learning (homework) and other curricular-related activities. (PTA Standard III)	Asst. Prin. for Curriculum	8/20/07	6/4/08	Exchange Meaningful Information	0
Encourage parent participation in PTA, EESAC, and booster organizations. (PTA Standard V)	Principal	8/20/07	6/4/08	Exchange Meaningful Information	0
Explore formats to provide parents with quarterly information regarding course scope and sequence. (PTA Standard III)	Asst. Prin. for Curriculum	8/20/2007	6/4/2008	Exchange Meaningful Information	

Research-Based Programs

Killian will apply the National Standards for Parent Involvement as identified by the National PTSA Council.

Professional Development

Encourage staff and parent participation in the district's Parent Academy. Provide new teachers with training related to involving parents in positive home/school communications.

Evaluation

This objective will be evaluated by the number of mass communication efforts made to parents each month to include: flyer distribution, postal mailings, Connect/ED messages, updates to the parent section of the Killian Website, postings to a newspaper school section, or use of other mass media.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

It is our goal to provide a safe learning environment in which students may achieve their optimum potential.

Needs Assessment



School Improvement Plan

2007-2008



In assessing our need to create a safe learning environment, we are mindful that such an environment requires an understanding among the learning community of expected behavior and the expectation of consistency and fairness in dealing with unacceptable behavior. Consequences must be provided which are equitable and efficient, providing motivation for redirection of behavior without unduly impacting academic achievement.

A review of 2006-2007 School Climate Survey data showed that there were declines in the percent of parents, students, and staff that agreed or strongly agreed with positive statements related to school safety and discipline.

In 2005-2006, 66% of parents agreed or strongly agreed with the statement, "My child's school is safe and secure." This was down to 51% in 2006-2007. In 2005-2006, 57% of students agreed or strongly agreed with the statement, "I feel safe at my school." This was down to 50% in 2006-2007. In 2005-2006, 85% of teachers agreed or strongly agreed with statement, "At my school I feel safe and secure." This was down to 64% in 2006-2007. In response to the statement, "My child's school uses adequate disciplinary measures in dealing with disruptive students," parents who agreed or strongly agreed went down from 60% to 43%. These perceptions must be addressed while creating a safe environment for students and staff.

In 2005-2006, the school count for Indoor Suspensions was 3,215. The count for Outdoor Suspensions was 540. In 2006-2007, there were significant declines in both of these counts. There was an 89% decrease in Indoor Suspensions with a count of 338 and a 40% decrease of Outdoor Suspensions with a count of 325.

The Saturday School Alternative to Suspension was used extensively in 2006-2007, with an average attendance of 10 students each Saturday. Students engaged in both academic tutorials and work assignments.

In reviewing anecdotal records regarding suspensions, administrators determined that Outdoor Suspension was being used only as a last resort for serious offenses. It was determined that the use of alternatives to indoor suspension could be increased. Administrators will continue to seek alternatives to suspension which have a disciplinary impact, yet allow a student to stay in class, minimizing adverse affects on academic performance. The assignment of outdoor versus indoor suspension is guided by district policy as delineated in the Student Code of Conduct.

While staying aware of the need to maintain a safe and secure environment, utilize appropriate and fair disciplinary consequences, and remain mindful of stakeholder perception, all possible referral consequences should be explored.

Measurable Objective

Given the use of alternative referral consequences, the number of indoor suspensions as reported by COGNOS will decrease by five percent from 338 to 321 from the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Peer Mediation program to facilitate conflict resolution.	TRUST Counselor	8/20/07	6/4/08	Safe and High-quality Facilities	0
Provide orientation assemblies to all students to acquaint students with the school's disciplinary policy.	Asst. Principal	8/20/07	8/31/07	Safe and High-quality Facilities	0
Distribute the Code of Student Conduct through language arts classes accompanied by classroom discussion.	Asst. Principal	8/20/07	8/31/07	Safe and High-quality Facilities	0
Discuss classroom management techniques with beginning teachers in sessions conducted by the principal or other administrative staff.	Principal	8/20/07	6/4/08	Safe and High-quality Facilities	0
Utilize personnel from the Miami Children's Trust for the Non-Violence Project to work on gang awareness, conflict resolution, and parent education.	Principal	8/20/07	6/4/08	Safe and High-quality Facilities	0
Implement alternative strategies including detention, Saturday School, behavioral contract, and counseling in lieu of suspension.	Principal	8/20/07	10/15/07	Safe and High-quality Facilities	2500

Research-Based Programs

This objective will utilize the research base evident in the development of district policy as presented in documents including: Procedures for Maintaining and Promoting a Safe Learning Environment, Student Code of Conduct, and Building TRUST Through Senior High Substance Education.

Professional Development

Administrators will participate in region and district training regarding maintenance of a safe learning environment. Beginning teachers will participate in school site sessions to explore classroom management techniques.

Evaluation

This objective will be evaluated by an increase in the use of alternatives to suspension and a decrease in the use of indoor suspension as evidenced by COGNOS data.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

It is our goal that computer based programs will be utilized at Miami Killian Senior High School to extend classroom opportunities and provide differentiated student instruction.

Needs Assessment

At the end of 2006-2007, seven percent of teachers had active website links on the school website compared to only two percent in 2005-2006. Three early dismissal faculty learning teams chose website development as their focus. The 27 teachers belonging to those teams participated in "how to" training activities and developed personal drafts of websites. Changes to the dadeschools.net portals will make teacher websites easier to establish in the future.

During 2006-2007, the school fully implemented the district web-based Electronic Gradebook with teacher grade posting, student and parent viewers, and interim progress report generation.

Teachers have gained skill in the use of computers as a classroom management, communication, and instructional tool. We will seek new opportunities to use technology to provide differentiated instruction and increase student achievement.

Measurable Objective

The number of class sections utilizing classroom computers at least once weekly will increase by 5% from 2006-2007 to 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct regular meetings of the Technology Committee to review the school's Technology Plan and provide input regarding future directions for instructional technology.	Principal	8/20/07	6/4/08	Education Innovation	0
Utilize READ 180 and Reading Plus computer based programs in Intensive Reading classes.	Reading Leader	8/20/07	6/4/08	District-wide Literacy Plan	0
Utilize ExploreLearning.com in science classes.	Science Dept. Chairperson	8/20/07	6/4/08	Education Innovation	0
Utilize the Cognitive Tutor computer based problem solving program in Algebra 1 classes.	Mathematics Dept. Chairperson	8/20/07	6/4/08	Education Innovation	0
Utilize Compass Learning Odyssey software program which focuses on speaking, listening, reading, and writing skills in ESOL classes.	ESOL Dept. Chairperson	8/20/07	6/4/08	Education Innovation	30000

Research-Based Programs

Guidelines used in developing the school's instructional technology program include: the National Education Technology Plan (relates NCLB to the use of technology) and Visions 2020.2 (classroom technology goals for the year 2020).

Professional Development

Training on various technology related topics is offered on an as needed basis. This training includes: Riverdeep, FCAT Explorer, Read 180, Reading Plus, use of the Cognitive Tutor Lab, ExploreLearning.com, and the Electronic Gradebook. In addition, some faculty learning teams choose to concentrate on expanding technology expertise based on individual professional development plans. Teachers will be offered training opportunities related to classroom website opportunities.

Evaluation

This objective will be evaluated by increased use of classroom computers as an instructional tool.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

It is the goal of our physical education program to develop health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment



School Improvement Plan

2007-2008



An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

The M-DCPS Physical Fitness Test (Fitnessgram) was administered to students in Personal Fitness classes in the fall and spring of 2006-2007. The percent of students achieving at the Gold or Silver award level increased from 53% to 62%.

This year's scores reflect a decrease compared to 63% Gold and Silver awards last year. However, last year all physical education classes were tested including students enrolled in weight training and advanced physical education classes, making comparisons difficult. (Last year 950 students were tested. This year 641 were tested.)

Measurable Objective

Given participation in a carefully planned physical education program, the percent of students taking physical education who achieve silver or gold award level on the FITNESSGRAM will increase to 66% in the spring 2008 administration of the FITNESSGRAM program test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	PE/Health Dept. Chairperson	8/20/07	6/4/08	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which enhance specificity of training.	Asst. Principal	8/20/07	6/4/08	Student Wellness	0
Review and modify the action plan to insure input from the department to meet the goals and objectives as stated.	PE/Health Dept. Chairperson	8/20/07	10/14/07	Student Wellness	0
Administer the FITNESSGRAM test as a progress test in December, 2007 to gather data and guide instruction for semester physical education courses and again in the spring of 2008.	Asst. Principal	12/1/07	4/14/08	Student Wellness	0
Implement use of the Wellness Center for exercise and assessment with Personal Fitness classes.	PE/Health Dept. Chairperson	8/20/2007	6/4/2008	Student Wellness	

Research-Based Programs

Guidelines used in achieving this goal include the District Competency Based Curriculum and the FITNESSGRAM software program.

Professional Development

Physical Education and Health Department staff will be members of action research learning teams. These learning teams will meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in physical activity and a healthy lifestyle.

Evaluation

The percent of students scoring at the silver or gold award level on the 2008 FITNESSGRAM will increase.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

Recognizing the need for middle school students to successfully transition to the high school, it is our goal to provide incoming ninth grade students with opportunities to develop skills and habits which will encourage high achievement and personal growth.

Needs Assessment



School Improvement Plan

2007-2008



The current secondary reform movement at the national, state, and district level has identified the need for high school students to become better prepared to function in a changing global economy. The state has identified the "3 Rs" - rigor, relevance, and relationships - as critical to a successful secondary program.

Ninth grade students must quickly and successfully make the transition to the rigor and demands of high school. We must quickly establish a sense of belonging and a clear understanding of academic expectations. Too many of our ninth grade students enter with a lack of organizational skills and an adequate awareness of the implications for specific career choices.

Through implementation of a ninth grade transition curriculum which we call "Freshman Focus," we can assist incoming ninth graders in the development of needed skills. Given a six period day, it is not possible to offer this transitional experience as a separate course. Instead, it is infused into the world history course taken by all ninth grade students. Additional transitional activities are supported across the other disciplines.

During 2006-2007, world history classes engaged in Freshman Focus activities twice a month using the "Tools for Success" curriculum guide and supplementary materials. One activity applied throughout the course on a daily basis was the keeping of a required class notebook, structured to provide needed organizational skills. This notebook was collected and graded each month. Teachers found student resistance to keeping the notebook and grades reflected dwindling compliance as the year progressed. The September and March notebook grade distribution showed a drop in the percent of students receiving a satisfactory grade on the notebook from 74% to 65%.

Students find it difficult to maintain an organized notebook over the course of a year. New ways are needed to assist students in acquiring and maintaining the motivation and self discipline required. The notebook keeping process provides specific opportunities for vocabulary enhancement which could be more fully developed.

Students and teachers reported that the most valuable Freshman Focus activities were related to organizational skills which they could apply across all subject areas, including note-taking, notebook keeping, and prioritized list making. They found activities to monitor their own course and credit requirements toward high school graduation to be personally significant. Students became aware of their own learning styles, developed stress relieving techniques, and active listening skills.

Measurable Objective

Given specific guidance and structure through ninth grade world history classes, ninth grade students will demonstrate organizational skills as evidenced by at least 80% of students receiving a grade of C or better on monthly notebook assessments conducted in world history classes, as evidenced by teacher gradebooks.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct regular planning sessions with world history teachers to develop a freshman transition program utilizing the district's Tools For Success curriculum.	Asst. Principal for Curriculum	8/16/07	6/4/08	Secondary School Reform	0
Implement a required world history notebook which encourages specific organizational skills through structured components and which is collected and graded monthly.	Freshman Focus Chairperson	8/20/07	6/4/08	Secondary School Reform	0
Implement career awareness through resume building activities and use of the Choices curriculum.	Career Specialist	11/1/07	6/4/08	Secondary School Reform	0
Foster self-motivation and a sense of belonging through school orientation sessions, spirit assemblies, and other related presentations.	Student Activities Director	8/20/07	6/4/08	Secondary School Reform	0
Conduct bi-monthly activities designed to facilitate the transition from middle to high school including topics such as organizational skills, understanding learning styles, active listening techniques, and self-monitoring of course and credit progress.	Freshman Focus Chairperson	8/20/07	6/4/08	Secondary School Reform	0

Research-Based Programs

Miami Killian Senior High School will utilize the district authored program, Tools for Success - Preparing Students for the Senior High School and Beyond.

Professional Development

The Killian faculty will be members of action research learning teams. These small learning teams are designed to allow each teacher to inquire into his/her own practice, reflect on these practices as a team, seek new ideas and current research, and design a plan of action to implement his/her new learning into his/her classroom. These learning teams will meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in their classes and improve student performance.

Evaluation

This objective will be evaluated by the percentage of students demonstrating organizational skills through submission of an acceptable world history class notebook on a monthly basis.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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Return On Investment Statement

Our goal is to deliver value and cost effectiveness in our school program.

Needs Assessment

For 2004-2005 (the most recent data available from FLDOE), Miami Killian Senior High School ranked at the 93rd percentile on the State of Florida Return on Investment (ROI) index. Our previous ranking for 2003-2004 was at the 96th percentile and at the 92nd percentile in 2002-2003.

The ROI is increased by either increasing learning gains in reading and/or math or decreasing the program cost per weighted FTE. As the school would not pursue decreased funding per student, we need to concentrate on increased learning gains to improve our ROI ranking.

Guidelines for achieving this goal will include the research base evident in the district's use of the School Based Budget System (SBBS) and grant writing manuals.

Measurable Objective

Given increased attention to efforts which relate to components in the derivation of the ROI Index, the resulting ROI will increase in ranking on the State of Florida ROI index publication from the 93rd percentile in 2004-2005 to the 94th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Focus on activities to increase learning gains in reading and in mathematics, values which form the numerator of the ROI index.	Principal	8/20/07	6/4/08	District-wide Literacy Plan	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	6/4/08	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	8/20/07	6/4/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/07	6/4/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/07	6/4/08	Business Process Redesign	0

Research-Based Programs

Professional Development

The principal will participate in training offered through district administrative sessions.

Evaluation

On the next State of Florida ROI index publication, Miami Killian will show progress toward improving our percentile ranking.

Graduation (High Schools Only) Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Graduation (High Schools Only) Statement

Our goal is to implement a set of strategies as part of the school's Comprehensive Guidance Program which will assist students in understanding the state graduation requirements and will encourage students to take an active role in monitoring their own progress through their high school years.

Needs Assessment

The 2006-2007 Adequate Yearly Progress report indicated gains in graduation rates from the previous year for Black and English Language Learner students. All other groups remained the same or declined.

The 2006 graduation rate for all students was 70%. The report showed that Whites had a graduation rate of 78%; Hispanics showed a 69% graduation rate; and Blacks had a 61% graduation rate. Students with Disabilities and English Language Learners showed a graduation rate of 56%.

Data highlights the fact that more focus is needed to increase the graduation rate for minority students.

Measurable Objective

Given guidance and assistance by the student services staff, the graduation rate for all students will increase as evidenced by an increase in the overall graduation rate to 74% and increases in the graduation rate for each subgroup of at least one percent as documented by the Adequate Yearly Progress Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct parent conferences with out of phase students to ensure night school or virtual school registration.	Student Services Dept. Chairperson	8/20/07	6/4/08	Secondary School Reform	0
Review the Student Assistance Profile to identify students who are in danger of dropping out and counsel them in the merits of staying in school.	Career Specialist	8/20/07	6/4/08	Continuous Improvement Model	0
Review the end of the nine week Grade Report to identify students who are failing a class or classes and assist in getting failing students back on track.	Student Services Dept. Chairperson	10/29/07	4/7/08	Continuous Improvement Model	0
Implement a Comprehensive Articulation Plan which aligns with the Secondary School Reform Framework.	Asst. Prin. for Curriculum	8/20/07	6/4/08	Secondary School Reform	0
Conduct Motivational Groups for low performing students on issues involving motivation and self-discipline.	Student Services Dept. Chairperson	8/20/07	6/4/08	Secondary School Reform	0
Conduct ninth grade presentations through the World History classes on the Student Progression Plan and Graduation Requirements to teach students how to monitor their own progress towards graduation.	Student Services Dept. Chairperson	9/4/07	12/14/07	Secondary School Reform	0
Refer at-risk students to Ombudsman Educational Services (Killian II) or other alternative education programs.	Principal	8/20/07	6/4/08	Alternative Education	0

Research-Based Programs

The Student Services staff uses the following programs and guidelines in providing a Comprehensive Guidance Program: District Student Progression Plan, FDOE Graduation Requirements; Building TRUST Through Senior High Substance Education, College Board Initiatives, and the Secondary School Reform Framework.

Professional Development

Student Services staff will be members of action research learning teams. These learning teams will meet on early release days to research, discuss, design, and implement strategies designed to promote active involvement of all students in monitoring their own progress towards graduation. The Department Chairperson, CAP Advisor, and Career Specialist attend monthly district meetings. Guidance counselors attend College Board workshops and other related inservices.

Evaluation

This objective will be evaluated by an overall increase in the graduation rate for all students and for each subgroup at Miami Killian Senior High School.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC has examined the school budget, advised the principal regarding expenditures, and expended EESAC funds to support the goals and objectives of the School Improvement Plan. The EESAC has included an objective related to ROI in the 2007-2008 SIP.

Training:

The EESAC has reviewed training needs and provided funds in support of staff training related to SIP objectives. The EESAC has included staff development strategies for various objectives in the 2007-2008 SIP.

Instructional Materials:

The EESAC has reviewed instructional materials and provided funds in support of the purchase of materials related to SIP objectives.

Technology:

The EESAC has reviewed the school's Five Year Technology Plan and has provided funds in support of the plan. The EESAC has included an objective related to technology in the 2007-2008 SIP.

Staffing:

The EESAC recognizes the impact of staffing needs as they relate to realizing the goals of the SIP. The EESAC has provided funds for hourly tutoring in support of SIP objectives.

Student Support Services:

The EESAC has included an objective in the 2007-2008 SIP to increase the graduation rate. The EESAC will assist in providing funding for tutorial services in support of this and other SIP objectives.

Other Matters of Resource Allocation:

The EESAC will continue to explore issues and areas of concern and consider EESAC funding to provide needed resources.

Benchmarking:

The EESAC reviewed data regarding achievement of 2006-2007 SIP objectives and considered data relevant to the development of objectives for the 2007-2008 SIP.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC reviewed data regarding school discipline and safety and included an objective related to school discipline in the 2007-2008 SIP.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	32000
Mathematics	3000
Writing	16000
Science	0
Parental Involvement	4500
Discipline & Safety	2500
Technology	30000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	88000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent