
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7361 - Miami Killian Senior High School

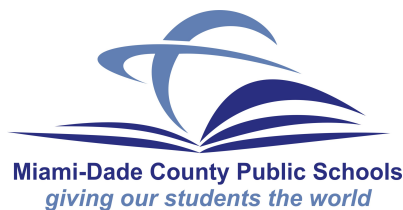
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ricardo Rodriguez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Miami Killian Senior High School

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 is currently under construction, with occupancy anticipated for January of 2007. Current building utilization is at 150%, with 18 portable classrooms on campus.

The majority of families in this community are middle class. The school serves approximately 3,850 students from the surrounding neighborhood. The ethnic/racial makeup of the student population is 49% Hispanic, 25% White (non-Hispanic), 22% African-American, and four percent other (Asian, American Indian, and Multiracial). Of the total student body, 30% are Economically Disadvantaged, 12% are Students with Disabilities, and five percent are of Limited English Proficiency.

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. Underclassmen in our large gifted and honors program are considered to be members of our "Pre-AP Academy." We offer 25 different advanced placement courses. Our Academy of Information Technology enables students to pursue preparation for a career or additional training in the field of technology.

After reviewing pertinent data and receiving recommendations from all concerned stakeholders, the Educational Excellence School Advisory Council (EESAC) identified the following objectives for the 2005-2006 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 44% of all students in grades nine and ten achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, African American students will improve their skills in reading as evidenced by 44% of African American students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 44% of Hispanic students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in reading as evidenced by 44% of Limited English Proficient students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 44% of Economically Disadvantaged students achieving Level 3 or

higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 44% of Students with Disabilities achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their skills in mathematics as evidenced by an increase of five percent in the percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, African American students will improve their skills in mathematics as evidenced by 50% of African American students achieving Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 50% of Students with Disabilities achieving Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their skills in writing as evidenced by 92% of the students achieving 4.0 or higher on the 2006 FCAT Writing Plus.

Given instruction using the Sunshine State Standards, 11th grade students will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science.

Given continued emphasis on parental, family and community involvement, members of Miami Killian Senior High School's community will utilize the Parent Resource Center or engage in small group parent sessions a minimum of 100 hours during the 2005-2006 school year, as documented by activity logs.

Given the use of alternative referral consequences, the number of indoor suspensions as reported by a summary of Student Case Management referrals, will decrease by five percent from the 2004-2005 to the 2005-2006 school year.

Given encouragement to expand use of instructional technology and specific training and support in the use of the Electronic Gradebook, 60% of teachers will utilize the Electronic Gradebook in 2005-2006 to record and average grades as compared to 43% utilization in 2004-2005.

Given participation in a carefully planned physical education program, the percent of students taking physical education who achieve award level on the FITNESSGRAM will increase by three percent from 56% in the spring 2005 administration to 59% in the spring 2006 administration of the FITNESSGRAM program test.

Given an emphasis on multiculturally diverse content, each elective course in the fine and performing arts will implement a related topic or unit of study at least once each nine weeks as evidenced by quarterly surveys of lesson plans for 2005-2006.

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 96th percentile in 2003 to the 97th 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 a one percent increase in the overall graduation rate and a two percent increase in the graduation rate for Hispanics and African Americans 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.

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.

Miami Killian Senior High School

VISION

Miami Killian Senior High School will offer a superior, traditional liberal arts education to all students while, at the same time, establishing a respected reputation in many diverse areas including, but not limited to, college preparatory programs, computer/informational technology, the Arts, JROTC, and vocational/technical education programs.

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

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. The majority of families in this community are middle class. The school serves approximately 3,850 students from the surrounding neighborhood. The ethnic/racial makeup of the student population is 49% Hispanic, 25% White (non-Hispanic), 22% African-American, and four 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 and African-American populations, with a decrease in the White population. During this time the school has seen an increase in the percent of students on free and reduced lunch and an increase in the number of Students with Disabilities. Of the total student body, 30% are Economically Disadvantaged, 12% are Students with Disabilities, and five percent are of Limited English Proficiency.

Miami Killian Senior High School has an excellent mix of veteran and new teachers with an average of 12 years of teaching in Florida. Approximately 15% are new to the school this year. Seventy five percent of the teachers have advanced degrees. Staff attendance is good, averaging over 96.5%.

We have proudly maintained a "B" designation from the state for the third year in a row. 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, including last year's State 6A Football Championship.

Despite the obstacles of overcrowding, we are confident that we can use our diversity as an asset to achieve significant changes in the future.

School Foundation

Leadership:

The principal's theme for this school year is "Building on Excellence," a theme which summarizes the school's direction and provides focus to staff including other administrators, counselors, classroom teachers, and all support staff. Through this message, staff recognizes the need to build on past accomplishments, build for the future, and watch a new physical building rise with the opportunity to redesign programs while achieving an articulated vision and mission.

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, and the AoIT Academy lead teacher. Through this team, 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. Beyond these formal channels, all members of the administrative team maintain an open door policy for staff interaction. EESAC is regularly attended by active staff members, as well as administrators, parents, students, and members of the community.

In the 2005 OPIS Staff Survey, Leadership was a high-ranking category, receiving an overall score of 4.1 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. "My organization asks me what I think," with a 3.5 rating, was the weakest in this category. This may reflect a need 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 3.7. 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 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

rating in this category went to “I ask my customers if they are satisfied or dissatisfied with my work.” (3.8)

In the 2004-2005 School Climate Survey, 73% of parents responded that they strongly agreed or agreed with the statement “The overall climate or atmosphere at my child’s school is positive and helps my child learn.” This was 3 percentage points above the district average for senior high schools. The statement “My child is getting a good education at this school,” received an 87% positive response, nine percentage points above the district average. The overall grade given the school by parents in this survey has risen steadily in the last three years from a C+, to a B-, to the most recent grade of B. However, Killian parents scored six percentage points below the district average in response to the statement “School staff respond to my needs and concerns in a reasonable period of time.”

While parents appear to be satisfied with results at Killian, we will strive to address issues of discontent concerning responsiveness to parent needs.

Faculty & Staff:

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.

In the 2004-2005 School Climate Survey, 92% of staff responded favorably to the statement, “I like working at my school.” OPIS Staff Survey results in the category of Human Resource Focus indicate positive responses with an overall category rating of 3.9. The greatest opportunity for improvement is offered by the 3.5 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.

Miami Killian makes student achievement data available to staff members through SPSSnapshot, which provides easy access for teachers to summaries of student and class data. School Improvement Plan activities include analysis of standardized and district data as well as school site generated data.

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

Education Design:

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 rating was 3.9 for the item "I have control over my work processes." 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, and mathematics, 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, 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 four days a week. 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.

The application of this model has resulted in improved student scores and increased student achievement across the curriculum.

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 3.9. The single lowest ranking item on the survey was found within this category, “I know how well my organization is doing financially.” (3.0) In order to address this concern, although budget information has always been readily available, care will be taken to provide it widely and openly.

In reviewing the many accomplishments of Miami Killian Senior High, we can certainly be proud of our state B grade, our provisional AYP status, our rising reading and mathematics FCAT scores, our outstanding Advanced Placement results, our students’ competitive wins in district and state organizations, and our athletic recognition, including being named the 2004 State Class 6A Football Champions.

In the last quarter of 2004-2005, Miami Killian was number one in attendance in the district among senior high schools. This accomplishment speaks to many facets of our school. It verifies that we maintain a learning environment into 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 strives to offer a welcoming, productive school climate for all stakeholders as we continue “Building on Excellence.”

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 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 2004 to 2005 the percent of students reading at or above grade level increased from 40% to 44%. However, the percent of students making learning gains decreased from 55% to 52% and the percent of students in the lower quartile making learning gains decreased from 54% to 52%.

According to the 2005 Adequate Yearly Progress Report, the percent of students reading at or above grade level increased from 37% to 39%. An assessment of the data indicates that White, Hispanic, and Asian students met 2005 adequate progress requirements, other subgroups did not. Only 13% of the African American students, 20% of the Economically Disadvantaged students, 16% of the Limited English Proficiency students, and 7% of Student with Disabilities scored at or above grade level on the 2005 FCAT in Reading. Especially of concern, African American

and Students with Disabilities decreased in the percent reading at or above grade level from 2004 to 2005.

A closer look at the data for FCAT strands in Reading indicates that both 9th and 10th grade students continue to show a weakness in Reference/Research skills. Both populations would benefit by increased focus on this strand.

The assessment also 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 44% of all students in grades nine and ten achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, African American students will improve their skills in reading as evidenced by 44% of African American students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 44% of Hispanic students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in reading as evidenced by 44% of Limited English Proficient students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 44% of Economically Disadvantaged students achieving Level 3 or higher on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 44% of Students with Disabilities achieving Level 3 or higher on the 2006 FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Include one FCAT style reading prompt and question response on at least one written assessment biweekly in all disciplines.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Develop an Intensive Reading class inclusion model for Students with Disabilities (ESE).	Reading Lead Teacher	8/8/2005	5/24/2006
Utilize technology based programs including Read 180 and FCAT Explorer in reading instruction.	Reading Lead Teacher	8/8/2005	5/24/2006
Conduct interim assessments in English and Intensive Reading classes and utilize results to screen, diagnose, and monitor progress in accordance with the school's Continuous Improvement Model.	Lang. Arts Dept. Chairperson	8/8/2005	5/24/2006
Utilize an Academic Improvement Plan(AIP) when evaluating the progress of individual students.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006

Implement the Home Language Assistance Program to provide pull-out tutoring for Limited English Proficient students and monitor participation logs quarterly.	Asst. Principal	8/8/2005	5/24/2006
Enroll FCAT Reading Level 1 and 2 students in Intensive Reading or a homogeneously grouped Language Arts class which incorporates reading strategies in accordance with guidelines of the Comprehensive Research-based Reading Plan (CRRP).	Asst. Prin. for Curriculum	8/8/2005	5/24/2006

Research-Based Programs

Miami Killian utilizes the following programs in the 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; and Townsend Press Vocabulary Workbook Series. In addition, the following computer based programs are used: READ180, and Riverdeep.

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. We will explore the possibility of CRISS training for language arts and other teachers.

Evaluation

This objective will be evaluated by at least 44% of total students and 44% of each subgroup reading at or above grade level on the 2006 FCAT Reading. District assessments will be utilized to monitor progress quarterly in English classes.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 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

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 2004 to 2005 the percent of students scoring Level 3 or higher in mathematics increased from 68% to 73%. However, the percent of students making learning gains decreased from 80% to 76%.

According to the 2005 Adequate Yearly Progress Report, the percent of students scoring at or above grade level in mathematics increased from 63% to 66%. An assessment of the data indicates that White, Hispanic, Asian, Economically Disadvantaged, and Limited English Proficient students met 2005 adequate progress requirements.

Only 38% of African American students and 20% of Student with Disabilities scored at or above grade level on the 2005 FCAT in Mathematics. All subgroups improved between 2004 and 2005 with the exception of decreases for Asian students from 86% to 81% and Students with Disabilities from 26% to 20% in the percent scoring at or above grade level in mathematics as defined by Adequate Yearly Progress.

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 Geometry and Data Analysis.

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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 grades nine and ten will improve their skills in mathematics as evidenced by an increase of five percent in the percent of students achieving Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, African American students will improve their skills in mathematics as evidenced by 50% of African American students achieving Level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 50% of Students with Disabilities achieving Level 3 or higher on the 2006 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll incoming 9th grade students scoring at a Level 1 on the 2004 FCAT in Mathematics in a two hour block class of Intensive Mathematics/Algebra I.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Provide Intensive Mathematics courses for 10th grade Level 1 and 2 students and 11th and 12th grade FCAT retakers through the regular school day or through afternoon/evening courses.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Utilize the Carnegie Learning Algebra I Cognitive Tutor and the Discovering Geometry programs to encourage the development of problem solving skills.	Mathematics Dept. Chairperson	8/8/2005	5/24/2006
Utilize the departmentally developed guidelines for student learning journals to increase student achievement in Algebra I and Geometry.	Mathematics Dept. Chairperson	8/8/2005	5/24/2006
Develop an intensive mathematics class inclusion model for students with disabilities (ESE).	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Conduct interim assessments in Mathematics classes and utilize results to screen, diagnose, and monitor progress in accordance with the school's Continuous Improvement Model.	Mathematics Dept. Chairperson	8/8/2005	5/24/2006
Utilize an Academic Improvement Plan (AIP) when evaluating the progress of individual students.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006

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

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 50% of each NCLB subgroup performing at or above grade level in mathematics on the 2006 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 2006 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.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 3 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 2005 School Accountability Report indicates that 88% of all students met high standards in writing.

The average for FCAT Combined Writing scores was 3.9 in both 2004 and 2005.

The 2005 Adequate Yearly Progress (AYP) report indicates that 91% of all students met high standards. While the percent of African American students, Limited English Proficient students, and Economically Disadvantaged students meeting high standards in writing did improve by at least one percent from 2004 to 2005, and therefore each subgroup received a "yes" for adequate yearly progress, still less than 91% of each of these subgroups achieved high standards in writing. Students with Disabilities decreased in the percent of student achieving high standards from 64% to 62%, and was therefore the only subgroup which failed to make adequate progress.

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

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will improve their skills in writing as evidenced by 92% of the students achieving 4.0 or higher on the 2006 FCAT Writing Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing "Links to Forceful Writing," provide instruction to increase awareness of proper punctuation rules and sentence structure.	Lang. Arts Dept. Chairperson	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Incorporate peer assessment of writing in small groups in all English classes.	Lang. Arts Dept. Chairperson	8/8/2005	5/24/2006
Implement the inclusion model when scheduling classes for Students with Disabilities (ESE).	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Implement the Home Language Assistance Program to provide pull-out tutoring for Limited English Proficient students.	Asst. Principal	8/8/2005	5/24/2006
Provide opportunities for staff to be trained in the use of CRISS strategies.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006

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

The Killian 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 to promote active involvement of all students in their classes and improve student performance. Specific emphasis will be given to implementing strategies to improve student performance in writing for identified NCLB subgroups.

Evaluation

This objective will be evaluated by an improvement in the percent of students scoring 4.0 or higher on the 2006 FCAT Writing Plus for all NCLB subgroups. District writing tests will be utilized to monitor progress quarterly in English classes.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 4 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

An assessment of data from the 2005 FCAT in Science indicates that the mean score for 11th grade students was 287. This was 12 points above the Miami-Dade County district mean score and 6 points below the State of Florida mean score, a decrease in standing relative to both. A closer look at the content strands reveals that 11th grade students met or exceeded all content cluster scores when compared to the District. We exceeded or met the State in all content clusters except in Earth and Space. This indicates that additional help is needed in developing proficiency in the Earth and Space content cluster.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 11th grade students will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use FCAT preparatory materials to assist students in reading comprehension of scientific text passages.	Science Dept. Chairperson	8/8/2005	5/24/2006
Implement the use of ExploreLearning.com in the classroom to provide interactive simulations and virtual lab experiences.	Science Dept. Chairperson	8/8/2005	5/24/2006
Utilize a variety of materials to introduce earth and space science concepts and graphing skills in Biology, Chemistry, Physics, and Physical Science classes as documented in teacher lesson plans.	Science Dept. Chairperson	8/8/2005	5/24/2006
Establish faculty learning teams to develop activities to integrate career themes into science course content.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Utilize computer interactive probeware equipment(motion detector, heat sensor, temperature probe, etc.) in laboratory activities.	Science Dept. Chairperson	8/8/2005	5/24/2006
Continue implementation of a departmental student notebook to reinforce organizational skills.	Science Dept. Chairperson	8/8/2005	5/24/2006

Research-Based Programs

Miami Killian utilizes the following programs in the Science classes: Foresman Science Insight: Exploring Earth and Space; Holt Modern Earth Science; Holt Modern Biology; Holt Biology Principles and Exploration; Merrill Chemistry A Modern Course; Holt Modern Chemistry; Holt Visualizing Matter; Prentice Hall Science Insights Exploring Matter and Energy; Holt Physics; Thomson Cole Physics for Scientists & Engineers; Prentice Hall Physics Principles and Applications; W. H. Freeman Universe 7.0; Campbell Biology; Brown Chemistry The Central Science; Miller Living In The Environment; and CyberEd Biology and Life Science Program.

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 student performance on the 2006 FCAT Science.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 5 STATEMENT:

Our goal is to increase parent involvement in school related activities.

Needs Assessment

In assessing the nature of parent involvement at our school, we are mindful of many facets of a strong school/parent partnership including: recruiting and organizing parent assistance and support; helping all families establish home environments to support children as students; designing more effective forms of school-to-home communications with all families about school programs and student progress; providing information and ideas to families regarding ways to assist their child at home with homework and other curricular-related activities; including parents in school decisions; and identifying and integrating resources and services from the community to strengthen school programs, family practices and student learning and development.

Reviewing the School Climate Survey parent data for the 2004-2005 school year, parents indicated strong satisfaction with academic standards and the quality of teachers. The greatest dissatisfaction was found regarding the cleanliness of the school and overcrowding. The data also reveals that parents have an overall positive attitude towards Miami Killian as evidenced by the B average grade. This reflects a continued rise from a C+ in 2002-2003 and a B- in 2004-2005. In reviewing our parent responses relative to district averages, data again suggested that our parents feel better regarding academic and curriculum concerns and worse regarding facility related issues, than on average for district senior high schools.

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. We will continue to explore engaging parents in small group interactions on a regular basis.

Measurable Objective

Given continued emphasis on parental, family and community involvement, members of Miami Killian Senior High School's community will utilize the Parent Resource Center or engage in small group parent sessions a minimum of 100 hours during the 2005-2006 school year, as documented by activity logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Institute 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.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Improve and increase home-school communication via web sites, newsletters, and other media	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Provide four Parent Forums through the TRUST program to address parent awareness of teen drug and alcohol issues.	TRUST Counselor	9/15/2005	5/24/2006
Increase bilingual communication with parents and family. Encourage parent participation in district sponsored Bilingual Parent Seminars.	Asst. Principal	8/8/2005	5/24/2006
Identify, communicate and publicize service and volunteer opportunities.	Asst. Principal	8/8/2005	5/24/2006
Encourage parent participation in the district Parent Academy.	Asst. Principal	8/8/2005	5/24/2006

Research-Based Programs

Killian will apply the Six Standards for Parent Involvement as identified by Rutgers University Center for Family Involvement in Schools and 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 documentation of a minimum of 100 hours of parent utilization of the Parent Resource Center or engagement in small group parent sessions.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

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

Needs Assessment

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.

In reviewing data from the 2004-2005 School Climate Survey, parents were above the district average for high schools in agreeing with the statement "My child's school is safe and secure." (76% agreed or strongly agreed with this statement, only nine percent disagreed or strongly disagreed.) Students completing the survey were below the district average for high schools in responding to the statement "I feel safe at my school." (58% agreed or strongly agreed, 15% disagreed or strongly disagreed.) Teachers completing the survey were above the district average for high schools in responding to the statement "At my school I feel safe and secure." (91% agreed or strongly agreed with this statement, only four percent disagreed or strongly disagreed.) 69% of parents agreed or strongly agreed that "My child's school uses adequate disciplinary measures in dealing with disruptive students." (The district average was 66%.)

A review of 2004-2005 Student Case Management data indicates that the count for Indoor Suspensions was 3,535. The count for Outdoor Suspensions was 557. Over 6,000 student conferences and 2,370 parent conferences were

logged as a result of referral action. 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 Indoor Suspension could be decreased in some cases by the use of alternatives to suspension which would allow a student to stay in class, thus having a disciplinary impact while minimizing adverse affects on academic performance. The assignment of outdoor versus indoor suspension is more often 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 a summary of Student Case Management referrals, will decrease by five percent from the 2004-2005 to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Discuss classroom management techniques with beginning teachers in sessions conducted by the principal or other administrative staff.	Principal	8/8/2005	5/24/2006
Utilize the Peer Mediation program to facilitate conflict resolution.	TRUST Counselor	8/8/2005	5/24/2006
Utilize the It Didn't Have to Happen video with follow up discussion at a faculty meeting.	Principal	8/8/2005	5/24/2006
Provide orientation assemblies to ninth grade students to acquaint students with the school's disciplinary policy.	Asst. Principal	8/8/2005	8/30/2005
Distribute the Code of Student Conduct through language arts classes accompanied by classroom discussion.	Asst. Principal	8/8/2005	8/30/2005
Develop a School Security Monitor staff handbook to facilitate supervision of students.	Asst. Principal	8/8/2005	8/30/2005
Utilize the Alternative Intervention Program after school sessions conducted by the TRUST counselor in lieu of indoor suspension.	TRUST Counselor	8/8/2005	5/24/2006

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 district Student Case Management referrals.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

It is our goal that teachers at Miami Killian Senior High School will be competent in the use of electronic educational tools to assist with classroom management, communication, and instruction.

Needs Assessment

The National Education Technology Plan suggests that “teachers have more resources available through technology than ever before, but have not received sufficient training in the effective use of technology to enhance learning. Teachers need access to research, examples, and innovations as well as staff development to learn best practices.”

During the 2004-2005 school year, a school site instructional technology needs assessment was completed. Data from this assessment indicated that 43% of teachers were utilizing Miami Killian's server-based version of the Electronic Gradebook. Most who did not use it reported that they did not do so primarily to a lack of training or understanding of its use. District e-mail was reportedly accessed by 33% of staff on a daily basis.

The Miami Dade County Public School district is in the process of migrating to a web-based version of the Electronic Gradebook. Our school is in “Wave 2” of this initiative. As such, it is important to make our staff fully involved in the use of this classroom management tool as soon as possible. We need to utilize direct upload of grades to eliminate the use of quarterly “bubble sheets” and make the Parent Viewer available for parents.

Measurable Objective

Given encouragement to expand use of instructional technology and specific training and support in the use of the Electronic Gradebook, 60% of teachers will utilize the Electronic Gradebook in 2005-2006 to record and average grades as compared to 43% utilization in 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize district e-mail to distribute information to staff.	Principal	8/8/2005	5/24/2006
Provide group and individual training for teachers on use of the Electronic Gradebook	Gradebook Administrator	8/8/2005	5/24/2006
Increase availability and variety of instructional and classroom management technology tools and provide training to facilitate their use.	Technology Mentor	8/8/2005	5/24/2006
Establish a Technology Committee which meets regularly to review the school's Technology Plan and provide input regarding future directions for instructional technology.	Principal	8/8/2005	5/24/2006
Implement increased use of Electronic Gradebook options including upload of grades to the district, Interim Progress Report printing, and Parent Viewer.	Principal	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

Through the Enhancing Education through Technology Program (EETT Mentor/Cohort program, a component of the Technology Leadership Program), training on various technology related topics is offered on a regular basis. This training includes: Riverdeep, FCAT Explorer, Inspiration, Marco Polo, Technology Thinking Toolkit, and Atomic Learning Toolkit. In addition, training is made available to staff regarding use of the Cognitive Tutor Lab, SPSnapshot database, and the Electronic Gradebook.

Evaluation

This objective will be evaluated by increased use by teachers of the Electronic Gradebook as a classroom management tool.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 8 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

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.

Review of data from the 2004-2005 spring administration of the FITNESSGRAM test program indicates that 989 or 99% of physical education students were tested. Of these students, 56% were award winners with 252 gold and 298 silver award winners.

Measurable Objective

Given participation in a carefully planned physical education program, the percent of students taking physical education who achieve award level on the FITNESSGRAM will increase by three percent from 56% in the spring 2005 administration to 59% in the spring 2006 administration of the FITNESSGRAM program test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/8/2005	5/24/2006
Administer the FITNESSGRAM test as a progress test in December, 2005 to gather data and guide instruction for semester physical education courses and again in the spring of 2006.	Asst. Principal	12/1/2005	4/15/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which enhance specificity of training.	Asst. Principal	8/8/2005	5/24/2006
Develop an action plan to insure input from the department to meet the goals and objectives as stated.	PE/Health Dept. Chairperson	8/8/2005	11/15/2005

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 award level on the 2006 FITNESSGRAM will increase.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Recognizing the diversity of our student population, it is our goal to infuse the elective curriculum with content that reflects our students' multicultural roots. Elective courses in the fine and performing arts will adapt content to include a variety of multicultural experiences.

Needs Assessment

The fine arts program includes courses in Art (drawing and painting), Ceramics, and Photography. There are five levels of art from an introductory course through advanced placement. This year we were not able to offer advanced ceramics. However, three levels of photography are available.

The performing arts program includes classes in: band, chorus, keyboard, orchestra, guitar, dance, and drama. Courses in each area are typically available from beginning through advanced levels, including an advanced placement course in Music Theory.

There are extra-curricular clubs which support the fine and performing arts including: Art Club, Debate Club, Photography Club, National Forensic Society, Thespians, and Tri M. Clubs in support of a multiculturally diverse population include: 5000 Role Models, Geography Club, Gay Straight Alliance, and Women of Tomorrow. There are extra-curricular clubs which support language diversity including: French Club, Italian Club, Japanese Club, Sign Language Club, Spanish Club, and Spanish Honor Society. Performing groups include: marching and jazz bands, chorus, keyboard, guitar, a marching dance corps, cheerleaders, a dance team/troupe, and a theater group.

The number of course offerings and extra-curricular activities appears to be extensive, but new opportunities should still be explored. Emphasizing diverse content within the elective course offerings would serve to fully embrace and celebrate student differences.

Measurable Objective

Given an emphasis on multiculturally diverse content, each elective course in the fine and performing arts will implement a related topic or unit of study at least once each nine weeks as evidenced by quarterly surveys of lesson plans for 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the daily announcements to note significant cultural and/or historical dates/events	Principal	8/8/2005	5/24/2006
Schedule field trips for students which reinforce course content while highlighting cultural diversity.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Engage students in district sponsored foreign language competitions.	Foreign Language Dept. Chairperson	8/8/2005	5/24/2006
Include activities representative of a variety of cultures in fine and performing arts classes.	Fine/Performing Arts Dept. Chairperson	8/8/2005	5/24/2006
Schedule visits by guest speakers or performers which reinforce course content while highlighting career themes.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Develop units or topics related to multiculturally diverse content for elective courses and monitor implementation through quarterly surveys of lesson plans.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006

Research-Based Programs

In the fine and performing arts the following textbook series are used: Glencoe Arttalk; Davis Discovering Art History; and Tonal Harmony.

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 an increase in multiculturally diverse topics and/or units incorporated into elective courses in the fine and performing arts.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Killian Senior High School ranked at the 96th percentile on the State of Florida Return on Investment index.

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 96th percentile in 2003 to the 97th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on activities to increase learning gains in reading and in mathematics, values which form the numerator of the ROI index.	Principal	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

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.

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 reaching the 97th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 11 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 2005 Adequate Yearly Progress report indicates that the 2004 graduation rate for all students was 75%, a gain of seven percent from the 2003 report which showed a 68% graduation rate. This percentage gain was not indicative of all ethnic groups. The report identified that Whites had a graduation rate of 88%, up five percent from 2003; Hispanics showed a 71% graduation rate, up nine percent from 2003; and African-Americans lagged behind with a 63% graduation rate, up three percent from 2003. The largest gains belonged to the Students with Disabilities subgroup with an increase of 29%. This subgroup rate has been steadily rising since legislative changes were implemented to grant FCAT waivers for ESE students who meet specified criteria.

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 a one percent increase in the overall graduation rate and a two percent increase in the graduation rate for Hispanics and African Americans as documented by the Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent conferences with out of phase students to ensure night school or virtual school registration.	Student Services Dept. Chairperson	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Review the end of the 9 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	8/8/2005	5/24/2006
Formulate a Comprehensive Articulation Plan which aligns with the Secondary School Reform Framework.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Develop a master schedule to accommodate small learning communities.	Asst. Prin. for Curriculum	8/8/2005	5/24/2006
Conduct Motivational Groups for low performing students on issues involving motivation and self-discipline.	Student Services Dept. Chairperson	8/8/2005	5/24/2006
Conduct 9th 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	9/15/2005	5/24/2006

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 at Miami Killian and specific increases for Hispanic and African-American students.

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 2005-2006 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 2005-2006 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 2005-2006 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 2005-2006 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 2004-2005 SIP objectives and considered data relevant to the development of objectives for the 2005-2006 SIP.

School Safety & Discipline:

The EESAC reviewed data regarding school discipline and safety and included an objective related to school discipline in the 2005-2006 SIP.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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