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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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## *Miami Killian Senior High School*

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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 will open during the 2006-2007 school year. 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 3,600 students from the surrounding neighborhood. This represents a drop in enrollment of approximately 225 students compared to last school year. The ethnic/racial makeup of the student population is 50% Hispanic, 24% White (non-Hispanic), 21% African-American, and five percent other (Asian, American Indian, and Multiracial). Of the total student body, 23% 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. Over 25% of our students are enrolled in at least one of the 25 different advanced placement courses we offer. 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 Ninth Grade Cougar Academy engages students in activities to support transition to high school and encourage career awareness.

After reviewing pertinent data and receiving recommendations from all concerned stakeholders, the Educational Excellence School Advisory Council (EESAC) identified the following objectives for the 2006-2007 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 51% of all students in grades nine and ten achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Black students will improve their skills in reading as evidenced by 51% of Black students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 51% of Hispanic students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in reading as evidenced by 51% of Limited English Proficient students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 51% of Economically Disadvantaged students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 51% of Students with Disabilities achieving Level 3 or higher on the 2007 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 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black students will improve their skills in mathematics as evidenced by 56% of Black students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in mathematics as evidenced by 56% of Economically Disadvantaged students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in mathematics as evidenced by 56% of Limited English Proficient students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 56% of Students with Disabilities achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their skills in writing as evidenced by 90% of the students achieving 3.5 or higher on the 2007 FCAT Writing Plus.

Given instruction using the Sunshine State Standards, 11th grade students will improve their science skills as evidenced by 66% of students scoring at Level 3 or above on the 2007 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 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 3,215 to 3,055 for the 2005-2006 to the 2006-2007 school year.

Given encouragement to expand use of instructional technology, 20% of teachers in 2006-2007 will provide websites for student and parent access compared to 2% in 2005-2006, as documented by links

provided on the school site website.

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 to 66% in the spring 2007 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.

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%, an increase in the graduation rate for Hispanics to 72%, and an increase in the graduation rate for Blacks to 62%, 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*

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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 3,600 students from the surrounding neighborhood. This represents a drop in enrollment of approximately 225 students compared to last school year. The ethnic/racial makeup of the student population is 50% Hispanic, 24% White (non-Hispanic), 21% 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 African-American and White populations. The percent of students on free and reduced lunch has declined this year after several years of increases. Of the total student body, 23% 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 12% are new to the school this year. Fifty percent of the instructional staff are White, 34% are Hispanic, 14% are Black, and two percent are Asian. Forty-eight percent of the teachers have advanced degrees. Three teachers have National Board Certification. Staff attendance is good, averaging over 95.9%.

We have proudly maintained a B designation from the state for the fourth 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.

We are confident that we can use our diversity as an asset to achieve significant changes in the future.

# *School Foundation*

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## ***Leadership:***

The principal's theme for this school year is "Opening Doors to Opportunity," 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 look to the future and see opportunities to redesign programs in order to achieve 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 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:***

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 2005-2006 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 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.

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 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, 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 3.8. 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.

In comparing the 2006 OPIS results to the 2005 OPIS results there was a slight downward trend. The percent of responses in agreement went from 74% to 72%. Three of the seven category averages were unchanged and four category averages went down by 0.1 on a 5 point scale.

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 FCAT Reading scores, our outstanding Advanced Placement results, our students' competitive wins in district and state organizations, and our athletic recognitions.

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 continue "Opening Doors to Opportunity."

## 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 2005 to 2006 the percent of students reading at or above grade level increased from 44% to 47% and the percent of students making learning gains in reading increased from 52% to 58%. The percent of students in the lower quartile making learning gains remained the same at 52%.

According to the 2006 Adequate Yearly Progress Report, the percent of students reading at or above grade level increased from 39% to 41%. All subgroups increased the percent of students reading at Level 3 or above with the exception of the Limited English Proficient subgroup which remained the same at 16%.

While the total population did increase in the percent scoring at or above grade level, they did not meet the the higher

adequate progress requirement of 44% for 2006 and are in danger of not meeting the expected higher requirement of 51% for 2007.

An assessment of the data indicates that of the reported subgroups, only the White subgroup met 2006 adequate progress requirements, all other reported subgroups did not. While demonstrating increases, only 43% of Hispanic students, 17% of Black students, 23% of Economically Disadvantaged students, and 11% of Students with Disabilities scored at or above grade level on the 2007 FCAT in Reading.

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	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 51% of all students in grades nine and ten achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Black students will improve their skills in reading as evidenced by 51% of Black students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their skills in reading as evidenced by 51% of Hispanic students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in reading as evidenced by 51% of Limited English Proficient students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in reading as evidenced by 51% of Economically Disadvantaged students achieving Level 3 or higher on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in reading as evidenced by 51% of Students with Disabilities achieving Level 3 or higher on the 2007 FCAT Reading.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Include one FCAT style reading prompt and question response on at least one written assessment biweekly in all disciplines.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology based programs including Read 180 and FCAT Explorer in reading instruction.	Reading Lead Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the TeenBiz 3000 Program to provide ESOL students with differentiated reading instruction.	ESOL Dept. Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$25000.00
Conduct interim assessments in English and	Lang. Arts Dept. Chairperson	8/14/2006	5/30/2007	Continuous	\$0.00

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.				Improvement Model	
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an Intensive Reading class inclusion model for Students with Disabilities (SPED).	Reading Lead Teacher	8/14/2006	5/30/2007	Inclusion	\$0.00
Ensure learning gains for students currently scoring Level 3 or higher through enrollment in advanced courses.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide tutorial services in reading through the use of research based programs in afterschool tutoring sessions.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	District-wide literacy plan	\$7000.00

## **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: READ180, TeenBiz3000, 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.

## **Evaluation**

This objective will be evaluated by at least 51% of total students and 51% of each subgroup reading at or above grade level on the 2007 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 2005 to 2006 the percent of students scoring Level 3 or higher in mathematics decreased from 73% to 71%. The percent of students making learning gains decreased from 76% to 74%. For 2006-2007, the percent of students in the lowest 25% making learning gains in mathematics will be included for the first time in determining the school grade. By our own estimations, about 40% of the students scoring in the lowest 25% made learning gains for 2005-2006. Targeting underscoring NCLB subgroups is key to raising the percent of students making learning gains in mathematics.

According to the 2006 Adequate Yearly Progress Report, the percent of students scoring at or above grade level in mathematics decreased from 66% to 65%. An assessment of the data indicates that of the subgroups reported, White, Hispanic, Economically Disadvantaged, and Limited English Proficient students met 2006 adequate progress requirements. However, of these subgroups, Whites remained the same and Hispanic, Economically Disadvantaged, and Limited English Proficient Students decreased in the percent of students scoring at or above grade level. While Blacks and Students With Disabilities showed increases, both subgroups did not meet adequate progress requirements with 40% of Black students and 25% of Student with Disabilities scoring at or above grade level on the 2006 FCAT in Mathematics.

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	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 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 grades nine and ten will improve their skills in mathematics as evidenced by 70% of students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black students will improve their skills in mathematics as evidenced by 56% of Black students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their skills in mathematics as evidenced by 56% of Economically Disadvantaged students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their skills in mathematics as evidenced by 56% of Limited English Proficient students achieving Level 3 or higher on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their skills in mathematics as evidenced by 56% of Students with Disabilities achieving Level 3 or higher on the 2007 FCAT Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Carnegie Learning Algebra I Cognitive Tutor and the Discovering Geometry programs to encourage the development of problem solving skills.	Mathematics Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the departmentally developed guidelines for student learning journals to increase student achievement in Algebra I and Geometry.	Mathematics Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an Intensive Mathematics class inclusion model for students with disabilities	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	Inclusion	\$0.00

(ESE).					
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure learning gains for students currently scoring Level 3 or higher through enrollment in advanced courses.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide tutorial services in mathematics through the use of research based programs in afterschool tutoring sessions.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00

### 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 56% of each NCLB subgroup performing at or above grade level in mathematics on the 2007 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 2007 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 2006 School Accountability Report indicates that 84% of all students met high standards in writing (defined as scoring 3.5 or above on the FCAT Writing).

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

The 2006 Adequate Yearly Progress (AYP) report indicates that 88% of all students met high standards (defined as scoring 3.0 or above on the FCAT Writing). As this was a decrease from the previous year, and was not at or above the 90% threshold, the school did not meet adequate progress in the area of writing.

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 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"/>	<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 90% of the students achieving 3.5 or higher on the 2007 FCAT Writing Plus.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate peer assessment of writing in small groups in all English classes.	Lang. Arts Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the inclusion model when scheduling classes for Students with Disabilities (ESE).	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	Inclusion	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Home Language Assistance Program to provide pull-out tutoring for Limited English Proficient students.	Asst. Principal	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Utilize the Townsend Press Vocabulary Series to elevate student writing style through increased vocabulary.	Lang. Arts Dept. Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$8000.00
Utilize "Links to Forceful Writing," to increase awareness of proper punctuation rules and sentence structure.	Lang. Arts Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00

### 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 is being conducted through six monthly sessions. 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 2007 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*

#### *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"/>

### ***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 2006 FCAT in Science indicates that the mean score for 11th grade students was 298. An increase from last year, this was 16 points above the Miami-Dade County district mean score and 2 points below the State of Florida mean score, an increase in standing relative to both. With 40% scoring at level 3 or above, the school exceeded both the state and district. The state had 35% and the district had 25% scoring at level 3 or above.

A closer look at the content strands reveals that 11th grade students exceeded all content cluster score means when compared to the District. Students met the State in all content cluster score means.

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, 11th grade students will improve their science skills as evidenced by 66% of students scoring at Level 3 or above on the 2007 FCAT Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish faculty learning teams to develop activities to integrate career themes into science course content.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	School-to-Career	\$0.00
Continue implementation of a departmental student notebook to reinforce organizational skills.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement newly adopted science textbook series.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize textbook series FCAT overhead transparencies on a daily basis to provide instructional support for targeted benchmarks.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer interactive probeware equipment (motion detector, heat sensor, temperature probe, etc.) in laboratory activities.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use FCAT preparatory materials to assist students in comprehension of scientific text passages.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT style assessments taken from textbook series resources to provide interim assessment and progress monitoring.	Science Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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 2007 FCAT Science. Textbook series based interim assessments will be used to monitor progress quarterly in science classes.

## 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.)

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 type="checkbox"/>

### ***GOAL 5 STATEMENT:***

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

### ***Needs Assessment***

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 2005-2006 School Climate Survey revealed some disturbing downward trends from the 2004-2005 survey. Since the percent of positive response was down across every item, it makes it difficult to target a new concern and to determine how much of the change should be attributed to the random selection of a different pool of parents.

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.

Parents were also less satisfied with the statement, "My child's school maintains high academic standards." Still, overall, positive responses were above the district average for senior high schools on items related to teacher performance and effective instruction.

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, 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 newspaper school section, or use of other mass media.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide four Parent Forums through the TRUST program to address parent awareness of teen drug and alcohol issues. (PTA Standard II)	TRUST Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Identify, communicate and publicize service and volunteer opportunities. (PTA Standard IV)	Asst. Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parent participation in the district Parent Academy. (PTA Standard VI)	Asst. Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Improve and increase home-school communication via postal mailings, web site posting, newsletters, and other mass media. (PTA Standard I)	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	Community Partnerships	\$4500.00
Increase bilingual communication with parents and family. Encourage parent participation in district sponsored Bilingual Parent Seminars. (PTA Standards I and II)	Asst. Principal	8/14/2006	5/30/2007	Dual Language Education	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parent participation in PTA, EESAC, and booster organizations. (PTA Standard V)	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **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.



## 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*

#### *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"/>

### **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.

A review of 2005-2006 School Climate Survey data showed that there were declines in the percent of parents, students, and staff who agreed or strongly agreed with positive statements related to school safety and discipline. (This was a district trend as well.)

In 2004-2005, 76% of parents agreed or strongly agreed with the statement, "My child's school is safe and secure." This was down to 66% in 2005-2006. In 2004-2005, 58% of students agreed or strongly agreed with the statement, "I feel safe at my school." This was down to 57% in 2005-2006. In 2004-2005, 91% of teachers agreed or strongly agreed with statement, "At my school I feel safe and secure." This was down to 85% in 2005-2006. 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 69% to 60%. These perceptions must be addressed while creating a safe environment for students and and staff.

In 2004-2005, the district count for Indoor Suspensions was 3,535. The count for Outdoor Suspensions was 557. In 2005-2006, there were declines in both of these counts. There was a 9% decrease in Indoor Suspensions with a count of 3,215. There was a more modest 3% decrease of Outdoor Suspensions with a count of 340.

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 3,215 to 3,055 for the 2005-2006 to the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Peer Mediation program to facilitate conflict resolution.	TRUST Counselor	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Provide orientation assemblies to ninth grade students to acquaint students with the school's disciplinary policy.	Asst. Principal	8/14/2006	8/30/2006	Transition and Articulation Programs	\$0.00
Distribute the Code of Student Conduct through language arts classes accompanied by classroom discussion.	Asst. Principal	8/14/2006	8/30/2006	Transition and Articulation Programs	\$0.00
Utilize the Alternative Intervention Program after school sessions conducted by the TRUST counselor in lieu of indoor suspension.	TRUST Counselor	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Discuss classroom management techniques with beginning teachers in sessions conducted by the principal or other administrative staff.	Principal	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Utilize personnel from the Miami Children's Trust for the Non-Violence Project to work on gang awareness, conflict resolution, and parent education.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement alternative strategies including detention, Saturday School, behavioral contract, and counseling in lieu of suspension.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$2500.00

### 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.

## 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*

#### *District Strategic Plan*

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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.”

By the end of the 2005-2006 school year, approximately 80% of teachers utilized Miami Killian's server-based version of the Electronic Gradebook to record daily grades and all teachers used it to upload grades in lieu of bubble sheets.

As we begin the 2006-2007 school year, we have migrated to the district's web-based version of the Electronic Gradebook. All teachers are using it to record grades. Interim progress reports are being generated from the gradebook beginning with the first nine weeks. The Parent Viewer is scheduled to be available beginning with the second nine weeks.

As the school year begins, only six teachers have provided a link on the school website to a personal classroom website for posting assignments and other notices. Our school website was completely redesigned last school year and has become very popular with parents and students. The ability to access teacher websites through our school

website would be an extremely useful resource for all concerned.

We will continue to seek opportunities to use technology to increase student achievement and support efficient communication among all stakeholders.

## Measurable Objective

Given encouragement to expand use of instructional technology, 20% of teachers in 2006-2007 will provide websites for student and parent access compared to 2% in 2005-2006, as documented by links provided on the school site website.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize district e-mail to distribute information to staff.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct regular meetings of the Technology Committee to review the school's Technology Plan and provide input regarding future directions for instructional technology.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement increased use of Electronic Gradebook options including upload of grades to the district, generation of Interim Progress Reports, Unsatisfactory Notice printing, counselor access, and Parent Viewer.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide group and individual training for teachers on creating and accessing individual classroom websites.	School website master	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase availability and variety of instructional and classroom management technology tools and provide training to facilitate their use.	Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Compass Learning Odyssey software program which focuses on speaking, listening, reading, and writing skills in ESOL classes.	ESOL Dept. Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$30000.00

### 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, use of the Cognitive Tutor Lab, SPSnapshot database, 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 by teachers of classroom websites as a communication 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"/>

### *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 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 2005-2006 spring administration of the FITNESSGRAM test program indicates that 950 or 96.7% of physical education students were tested. Of these students, 63% were award winners with 326 gold and 277 silver award winners. This was an increase of seven percentage points over the percent of award winners in 2004-2005.

## 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 to 66% in the spring 2007 administration of the FITNESSGRAM program test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which enhance specificity of training.	Asst. Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Review and modify the action plan to insure input from the department to meet the goals and objectives as stated.	PE/Health Dept. Chairperson	8/14/2006	10/15/2007	Continuous Improvement Model	\$0.00
Administer the FITNESSGRAM test as a progress test in December, 2006 to gather data and guide instruction for semester physical education courses and again in the spring of 2007.	Asst. Principal	12/1/2006	4/15/2007	Continuous Improvement Model	\$0.00

### 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 2007 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.)

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 type="checkbox"/>

### ***GOAL 9 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***

Our elective area objective for last school year involved the inclusion of a variety of multicultural experiences across the fine and performing arts curriculum. The success of this initiative was evident through classroom lesson plans and student performances. Teachers are confident that we can continue to engage students in a diverse fine and performing arts curriculum. In reviewing other areas to target for this school year, we find the challenge of secondary reform to be a critical concern.

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 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. It can be infused into the world history course taken by all ninth grade students. Transitional activities can also be supported across the other disciplines.

## 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.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	7/15/2006	5/30/2007	District Strategic Plan	\$0.00
Initiate a required world history notebook which encourages specific organizational skills through structured components and which is collected and graded monthly.	Freshman Focus Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement career awareness through resume building activities and use of the Choices curriculum.	Career Specialist	11/1/2006	12/15/2007	Career Development Programs	\$0.00
Foster self-motivation and a sense of belonging through school orientation sessions, spirit assemblies, and other related presentations.	Student Activities Director	8/14/2006	12/15/2006	Transition and Articulation Programs	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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.



## 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**

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. During 2004-2005 learning gains decreased slightly (from 53% to 52% in reading and from 78% to 76% in math). The program cost per weighted FTE increased from \$4096 to \$4127.

As the school would not pursue decreased funding per student, we need to concentrate on increased learning gains to improve our ROI ranking.

## 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.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Focus on activities to increase learning gains in reading and in mathematics, values which form the numerator of the ROI index.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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 improving our percentile ranking.

## 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***

While the 2004-2005 Adequate Yearly Progress report indicated gains in graduation rates from the previous year for all groups, the 2005-2006 report indicates gains only for Hispanics and Students With Disabilities. All other groups had small declines.

The 2005 graduation rate for all students was 73%. The report showed that Whites had a graduation rate of 85%; Hispanics showed a 72% graduation rate; and Blacks had a 60% graduation rate. Students with Disabilities showed a graduation rate of 63%. This subgroup rate has been steadily rising since legislative changes were implemented to grant FCAT waivers for students with disabilities who meet specified criteria. The lowest graduation rate continues to be for Limited English Proficient students with a rate of 53%.

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%, an increase in the graduation rate for Hispanics to 72%, and an increase in the graduation rate for Blacks to 62%, as documented by the Adequate Yearly Progress Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent conferences with out of phase students to ensure night school or virtual school registration.	Student Services Dept. Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	10/23/2006	4/9/2007	Continuous Improvement Model	\$0.00
Implement a Comprehensive Articulation Plan which aligns with the Secondary School Reform Framework.	Asst. Prin. for Curriculum	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Conduct Motivational Groups for low performing students on issues involving motivation and self-discipline.	Student Services Dept. Chairperson	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
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	9/15/2006	12/15/2006	Transition and Articulation Programs	\$0.00
Create off-campus classes for at-risk students in partnership with Ombudsman Educational Services.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

## **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 Black students.

## *EESAC Compliance*

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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 2006-2007 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 2006-2007 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 2006-2007 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 2006-2007 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 2005-2006 SIP objectives and considered data relevant to the development of objectives for the 2006-2007 SIP.

***School Safety & Discipline:***

The EESAC reviewed data regarding school discipline and safety and included an objective related to school discipline in the 2006-2007 SIP.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$32,000.00
Goal 2: Mathematics	\$3,000.00
Goal 3: Writing	\$16,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$4,500.00
Goal 6: Discipline & Safety	\$2,500.00
Goal 7: Technology	\$30,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$88,000.00</b>



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*