

Miami-Dade County Public Schools

Miami Killian Senior High School



2016-17 Schoolwide Improvement Plan

Miami Killian Senior High School

10655 SW 97TH AVE, Miami, FL 33176

<http://killian.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

	2015-16	2014-15	2013-14	2012-13
Year	C	C*	C	A
Grade				

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Killian Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

MISSION

The mission of Miami Killian Senior High School is to create a community of empowered learners in an environment of mutual respect and integrity that nurtures responsible citizens and motivates all students to achieve personal excellence.

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 will incorporate learning activities and evaluation techniques that take into account differences in learning styles.

High Expectations

Clear goals and high expectations for student achievement will 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.

Personal Excellence

Students will be encouraged to live a life enriched by academic, artistic and athletic expression. Students will be provided every opportunity to develop into well-rounded, competent, and self-confident citizens, able to set immediate and long term goals to achieve success in the development of a healthy lifestyle, personal integrity, character, and the acceptance of self and social responsibility.

b. Provide the school's vision statement.

VISION

Miami Killian Senior High School is committed to providing an educational environment in which students will be conquering new horizons.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The students and staff at Miami Killian Senior High School represent cultures, religions, and ethnicities from across the globe. The Administrative Team encourages the entire school community to be proud of its roots, and strives to foster school-wide acceptance and appreciation of each other. Different activities such as club events and heritage celebrations, sponsored by different entities in the school community, further support the building of positive relationships between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Administrative Team works diligently to ensure that all members of the Miami Killian Senior High School community feel safe and respected at all times. Security staff and administrators are consistently visible before, during, and after school in areas where students congregate. Student Services staff is always available to students, and work with students to resolve conflicts in a positive manner, and to promote a culture of respect for oneself and others.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Miami Killian Senior High School has a progressive discipline plan in place that establishes norms for student behavior and is consistent with the Miami-Dade County Public Schools' Code of Student Conduct. Additionally, Miami Killian utilizes Student Success Centers in lieu of outdoor suspension to ensure that students remain in a supervised educational setting, while facing disciplinary action. This progressive discipline plan is implemented throughout the year and is consistently applied to student infractions of behavior. Classroom teachers, along with support from non-instructional staff, monitor students, and discuss behavioral expectations with students on a daily basis. Finally, morning announcements and incentive-based activities occur on an ongoing basis to reinforce the behavioral expectations that exist for students as referenced in our Positive Behavior Support initiative.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Student services staff and other support staff collaborate to identify students in need of additional support and interventions. Students are met with for counseling, mentoring, and academic support on an individual, small group, and large group basis, contingent upon the level of support deemed appropriate based on individual student need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Miami Killian Senior High School uses a plethora of data to determine students at risk based on indicators that are part of an early warning system. The early warning indicators used, include students who have:

1. scored at Achievement Level 1 in Reading in the prior year
2. scored at Achievement Level 1 in Mathematics in the prior year
3. failed a Language Arts course
4. failed a Mathematics course
5. had an in-school or outdoor suspension assigned
6. been retained a grade level in the prior year

7. a GPA of less than 2.0
8. failed two or more courses in any subject
9. in grades nine through twelve with more than 10 absences (excused or unexcused) and 20 tardies
10. not passed the FSA and/or EOC assessments

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	27	45	64	56	192
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	2	1	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	109	119	60	308
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	236	236	307	192	971
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	131	87	160	90	468

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students exhibiting negative early warning behaviors are monitored by instructional, student services, and administrative staff on an ongoing basis.

1. Teachers conference with students and parents throughout the school year regarding student progress
2. Teachers monitor the progress of students through progress monitoring reports to assess student success towards demonstrating comprehension of the Florida Standards
3. Students who scored at Achievement Level 1 in Reading and/or Mathematics are identified separately, and their progress is monitored quarterly
4. Student services staff monitors students failing multiple courses and confers with them throughout the school year
5. Student attendance is monitored and students with multiple absences are identified for specialized meetings regarding the impact of attendance on student achievement (iAttend Initiative). Additionally, there is a process and school site committee to ensure there are consequences for excessive absences and tardies.
6. Administrators collaborate with instructional and student service staff on an ongoing basis to address concerns with student behaviors, with the goal of decreasing student suspensions and increasing the amount of time students are in class, actively engaged in instructional activities.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

A review of 2015-2016 school climate data indicated that 75% of parents had positive perceptions regarding the overall climate. Instructional staff, student services staff, and the administrative team will collaborate with parents and students to ensure that parents are informed about their child's progress. Parent Portal workshops will be held, and the school mission and vision are widely and prominently displayed throughout the school and the school community.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Miami Killian strives to create and cultivate mutually beneficial partnerships in the local community with the ultimate purpose of supporting successful learning outcomes. Partnerships include:

- Ibiley Uniforms, with monetary donations back to the school for all Killian store sales and in the provision of uniform vouchers for students in need.
- Local business leaders, who directly support our students with a series of business etiquette workshops that include financial literacy and planning, personal marketing, and networking strategies for student success in the workforce.
- Close working relationships with our District Office of Community Engagement, which offers our students rich and invaluable internship experiences year after year.
- The FIU School of Law, where local attorneys and judges provide direct student support to our law magnet students with professional seminars and events that extend beyond the classroom.
- FIU and Miami-Dade College Dual Enrollment programs, which offer an accelerated college-level curriculum to our students.
- Scholastic Journeys, a local travel agency, which provides our students with an enriching and worthwhile college tour each year.
- Local tutoring companies such as Omega Learning and One-on-One Learning, partner with us to provide our students discounted rates on private tutoring.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Arango, Milagro	Principal
Barnett, Mark	Administrative Support
Canovaca, Monica	Administrative Support
Collier, Courtney	Assistant Principal
Copa, Kathy	Teacher, K-12
Barrios, Melissa	Administrative Support
Etchart, Anmarie	Teacher, K-12
Floyd, Kenny	Teacher, K-12
Hansen, Jean	Teacher, K-12
McGraw, Michael	Teacher, K-12
McQueen, Telica	Teacher, K-12
Weinberg, Fay	School Counselor
Hardwicke, Robert	Teacher, K-12
Galeri, Katerina	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mrs. Magda Pereira, Principal: will ensure the School Leadership Team (SLT) meets on a regular basis, functions appropriately and allocates resources accordingly.

Mrs. Melissa Abela, Assistant Principal for Curriculum: will guide the data analysis process and ensure that it is adequately and appropriately used to develop school-wide teaching and learning and ensures professional development aligned to support the goals of the SIP.

Mr. Justin Koren and Ms. Courtney Collier, Assistant Principals: will support and ensure the school-wide instructional goals are met.

Selected General Education and Special Education Teachers: These teachers will provide information about core instruction, participate in student performance data analysis and collaborate with other staff members to ensure understanding of the SIP process, and will also identify students in need of additional assistance.

Student Service Staff: Provide quality services and expertise on issues ranging from program design to assessment and intervention with small groups and/or individual students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SLT will utilize this process to focus school wide efforts on data collection and analysis to determine student's specific academic needs, and to continue the cycle of ongoing progress monitoring to ensure that instruction and interventions are being effective. The team will:

1. Evaluate the academic progress of students addressing key questions about student learning.
2. Gather and analyze student performance data to determine professional development needs for faculty.
3. Meet regularly (meetings will be held monthly).

4. Maintain open lines of communication with faculty for input and feedback.
5. Design, implement, and evaluate instruction and interventions.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Magda R. Pereira	Principal
Pamela Johnson	Teacher
Catherine Conkling	Teacher
James Brown, Major	Teacher
Monica Canovaca	Teacher
Michael McGraw	Teacher
Mary Bradshaw	Education Support Employee
Rolando Gonzalez	Business/Community
Alicia Rodriguez	Business/Community
Leslie Major	Parent
Rachel Tombley	Parent
Tom Schramm	Business/Community
Elizabeth Ceballos	Teacher
Jennifer Gonzalez	Education Support Employee
Julia Kingner	Teacher
Ana Maria Philotas	Teacher
Melissa Calil	Student
Parker Leiro	Student
Jennifer Rogers	Parent
Amy Krtausch	Business/Community
Melissa Abela	Education Support Employee
Stacy Medina	Parent
Annette Hallstrand	Parent
Paul Baker	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) from the 2015-2016 school year for Miami Killian Senior High School was reviewed by the EESAC in May. Additionally, school wide results from the Spring 2016 test administration of the FSA Writing, FSA Reading, and all EOC examinations was reviewed. Future steps for ensuring student achievement were discussed, keeping in mind the demands of the Florida Standards. The goals for the SIP for the 2016-2017 school year were determined based on the

outcomes of the 2015-2016 End of Year SIP review and the 2016-2017 SIP departmental planning meetings.

b. Development of this school improvement plan

The EESAC will implement the state system of school improvement and accountability to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget (SBBP 2125). The EESAC shall be the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability (SBBP 2125) and (FSS 1001.452).

c. Preparation of the school's annual budget and plan

All instructional staff are encouraged to request funds from the EESAC for specialized materials that will assist students in succeeding with the demands of a rigorous curriculum. A budget subcommittee reviews all requests, and makes recommendations to the EESAC regarding the funding of teacher requests. The EESAC votes to make the final determination regarding the funding of requests, in order to ensure that the possibilities for student achievement are maximized.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The EESAC will use annual funds of approximately \$9,800.00 to support school improvement through the funding of multiple teacher requests to ensure student achievement. All instructional staff are given the opportunity to request funds from the EESAC for specialized resources that will have a direct impact on student learning and progress. All requests will be reviewed by the EESAC Budget subcommittee to ensure that requests will result in increased student achievement and equity amongst academic subject areas. The recommendations of the EESAC Budget subcommittee are reported, and EESAC votes to approve budget proposals.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Arango, Milagro	Principal
Barnett, Mark	Administrative Support
Canovaca, Monica	Administrative Support
Collier, Courtney	Assistant Principal
Copa, Kathy	Teacher, K-12
Barrios, Melissa	Teacher, ESE
Etchart, Anmarie	Teacher, K-12
Floyd, Kenny	Teacher, K-12
Hansen, Jean	Teacher, K-12
McGraw, Michael	Teacher, K-12
McQueen, Telica	Teacher, K-12
Weinberg, Fay	School Counselor
Hardwicke, Robert	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction and the transition to the Florida Standards will be evident in professional discussions and will be monitored on an ongoing basis by department chairpersons and school administrators. All activities and initiatives of the LLT will be aligned to the K-12 CRRP.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are provided with time for departmental planning during secondary early release days to encourage positive working relationships that result in positive and productive collaborative planning and instruction. Instructional Leaders by subject area provide ongoing assistance to teachers and ensure that subject area and grade level teams collaborate to provide a high quality instructional program to students. Teachers have been strategically situated in classrooms that facilitate time for departmental planning and collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Assistant Principal for Curriculum will place student observers, interns and partner early career teachers with veteran teachers. The Principal will regularly schedule meetings with new teachers. The Professional Development Liaison will coordinate the participation of novice teachers in the Mentoring and Induction for New Teachers (MINT) Program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentor and mentee teachers will be paired according to common subject areas and ability to provide structured guidance to mentee teachers. Activities will include, but will not be limited to, cooperative planning, classroom observations, and multiple and varied opportunities for providing specific feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Miami-Dade County Public Schools purchases core instructional programs and materials on behalf of the school. As such, the District regularly reviews the requirements of the State of Florida and the Florida Standards and ensures that all materials and programs being implemented are in compliance and will maximize student learning.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers review and analyze student achievement data on an ongoing basis, both individually and in departments. Teachers are provided with individual class lists with all student achievement data from the prior year. During departmental meetings, teachers are provided with a data analysis protocol to discuss strengths and weaknesses, and plan accordingly for instruction. Additionally, teacher data totals are published school-wide and individual data chats are conducted with the school administrative team to address teacher's student learning outcomes and provide guidance for addressing the Florida Standards appropriately.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 180

Students are provided the opportunity to participate in supplemental instruction through an after school tutorial in preparation for the Next Generation Sunshine State Standards NGSSS/FSA Algebra I, Biology and United States (US) History EOC examinations.

Strategy Rationale

Additional instructional time allows for students to to engage in additional instruction in order to prepare for the NGSSS/FSA Biology, Algebra I and US History EOC examinations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Arango, Milagro, pr7361@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers review student performance data on an ongoing basis, analyzing prior performance data, as well as progress monitoring data. Teachers work in collaborative teams to plan instruction accordingly.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Administrative Team welcomes incoming students with an orientation prior to the beginning of the school year, followed by small group orientations for all Freshmen within the first two weeks of school. Additionally, Student Services staff monitor the progress of ninth graders to ensure that the transition to high school is successful with regards to student attendance, behavior, and performance. Additionally, every year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Incoming freshmen, as well as all rising tenth, eleventh, and twelfth grade students, meet in small groups with counselors for future course and career planning. Parents are also invited to contact the student services staff, and final course selection is sent home for parent approval.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school offers students elective courses in art, JROTC, music studies, dance, world languages, technology, and career studies, in addition to various honors, Cambridge, AP and DE courses in all subject areas. These courses connect academic learning to the real world, integrate job skills, and prepare students for transition into postsecondary institutions. Partnerships developed with leaders in the community have led to an increase in professionals mentoring students within the school, and have served to reinforce the connection between school and college and careers.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school offers students elective courses in art, JROTC, music studies, dance, world languages, technology, and career studies, in addition to various honors, Cambridge, Advanced Placement (AP) and Dual Enrollment (DE) courses in various subject areas. These courses connect academic learning to the real world, integrate job skills, and prepare students for transition into postsecondary institutions. Courses in the Culinary Arts, Emergency Medical Technician and Technology programs also provide students the opportunity to earn Industry Certification that can lead to immediate higher-level employment upon graduation from high school. A daily focus of the school is for teachers and students to seek purpose and relevance to teaching and learning practices. Teachers also provide students with reading practice exercises that further support the acquisition of reading comprehension and proficiency through a variety of fiction and non-fiction materials.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Executive Internship program has been streamlined and is now at 70 students per year. Miami Killian Senior High has made a concerted effort to streamline the internship process to encourage student exploration of professional industries of interest in order to promote lifelong learning and positive postsecondary educational and career choices.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The number of students earning a standard diploma has increased over the past three years, including increases in the percent of graduates who scored at level three or above on the tenth grade FSA in Reading and Algebra 1 and Geometry EOC examinations, and is higher than both the district and state percentages. This has led to increases in various indicators of college success, for even our struggling students, and has led to increases in our graduation rate. Additionally, Miami Killian Senior High School strives to increase the participation of students in DE courses. As such, we have partnered with Florida International University (FIU) to offer DE courses on our school campus during the school day.

Additionally, school site Student Services professionals implement lessons which focus on improving personal effectiveness, personal planning after high school, and succeeding in post-secondary academic and vocational institutions as well as succeeding in the military and employments sector. Student services staff meet with students, conduct various college-planning sessions, serve as student advocates in advanced academic programs, and host parent informational sessions on selection of an appropriate institution, financial planning including scholarships and Bright Futures, and in preparation for all other aspects of life after high school.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G087867

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	32.0
FSA ELA Achievement	49.0
ELA/Reading Gains	50.0
Algebra II EOC Pass Rate	40.0
ELA/Reading Lowest 25% Gains	48.0
Geometry EOC Pass Rate	38.0
Math Gains	40.0
U.S. History EOC Pass	60.0
Math Lowest 25% Gains	38.0
Geometry EOC Pass Rate	40.0
FSAA ELA Achievement	91.0
FSAA Mathematics Achievement	100.0
Bio I EOC Pass	45.0
4-Year Grad Rate (Standard Diploma)	82.0

Targeted Barriers to Achieving the Goal 3

- Lack of aligned professional development and collaborative planning time, due to a traditional 6-Period school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Newsela online literary resource aligned to state standards
- Professional Learning Communities (PLCs)
- Scheduled departmental and faculty meeting times on an ongoing basis to promote and enhance collaborative planning.
- Literacy Instructional Leaders
- Professional Development (PD) Liaison
- Positive Behavior Support (PBS)
- District Curriculum Support
- Revision Assistant for writing in all content areas
-

Plan to Monitor Progress Toward G1. 8

Disaggregation of data from topic/mini benchmark assessments, Mid-Year Assessments (MYA) in all tested content areas, FSA EOCs in Algebra 1 and Geometry, FSA in ELA, and EOCs in Biology and US History. Classroom observations.

Person Responsible

Milagro Arango

Schedule

Quarterly, from 11/14/2016 to 3/23/2017

Evidence of Completion

Data reports; data chat anecdotal notes. Artifacts from classroom observations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

G087867

G1.B2 Lack of aligned professional development and collaborative planning time, due to a traditional 6-Period school day. 2

B233613

G1.B2.S1 Effective use of Early Release and Professional Development Days to increase collaborative planning, share best practices, expertise, and resources among all departments and content areas. 4

S246495

Strategy Rationale

Teachers will enhance FSA standards knowledge in their respective discipline while building instructional practices in content areas to positively impact student achievement.

Action Step 1 5

Survey instructional personnel staff on their professional development needs.

Person Responsible

Milagro Arango

Schedule

On 9/6/2016

Evidence of Completion

The results from the professional needs assessment.

Action Step 2 5

Provide professional development opportunities for instructional staff to review and dissect the Florida Standards and develop collaborative instructional delivery lessons that encompass critical thinking skills across all content areas.

Person Responsible

Monica Canovaca

Schedule

Biweekly, from 9/29/2016 to 5/18/2017

Evidence of Completion

Data from Mid-Year Assessments, classroom visitations, lesson plans, student work samples, and data chats

Action Step 3 5

Strategic alignment of content area professional development (PD) opportunities (i.e. all Algebra I teachers attend the same PD on opt days).

Person Responsible

Monica Canovaca

Schedule

Monthly, from 8/16/2016 to 4/28/2017

Evidence of Completion

Staff Temporary Duty Requests and confirmation of PD attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

In collaboration with Curriculum Council, the administrative team will monitor the progression and implementation of our action steps in an effort to increase student achievement in all content areas.

Person Responsible

Monica Canovaca

Schedule

Biweekly, from 8/22/2016 to 5/18/2017

Evidence of Completion

Curriculum Council agendas, Instructional Focus Calendars, classroom visitations, data chats, Mid-Year assessment data, informal and formal data analysis, departmental agendas and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor student learning gains in content areas to determine the implementation and effectiveness of our strategy.

Person Responsible

Milagro Arango

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data Chat notes, student progress monitoring data, teacher feedback, observational notes, standardized state assessments, and formal and informal classroom assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A319902	Survey instructional personnel staff on their professional development needs.	Arango, Milagro	8/22/2016	The results from the professional needs assessment.	9/6/2016 one-time
G1.MA1 M333198	Disaggregation of data from topic/mini benchmark assessments, Mid-Year Assessments (MYA) in all...	Arango, Milagro	11/14/2016	Data reports; data chat anecdotal notes. Artifacts from classroom observations.	3/23/2017 quarterly
G1.B2.S1.A3 A319904	Strategic alignment of content area professional development (PD) opportunities (i.e. all Algebra I...	Canovaca, Monica	8/16/2016	Staff Temporary Duty Requests and confirmation of PD attendance.	4/28/2017 monthly
G1.B2.S1.MA1 M333197	In collaboration with Curriculum Council, the administrative team will monitor the progression and...	Canovaca, Monica	8/22/2016	Curriculum Council agendas, Instructional Focus Calendars, classroom visitations, data chats, Mid-Year assessment data, informal and formal data analysis, departmental agendas and minutes.	5/18/2017 biweekly
G1.B2.S1.A2 A319903	Provide professional development opportunities for instructional staff to review and dissect the...	Canovaca, Monica	9/29/2016	Data from Mid-Year Assessments, classroom visitations, lesson plans, student work samples, and data chats	5/18/2017 biweekly
G1.B2.S1.MA1 M333196	Monitor student learning gains in content areas to determine the implementation and effectiveness...	Arango, Milagro	8/22/2016	Data Chat notes, student progress monitoring data, teacher feedback, observational notes, standardized state assessments, and formal and informal classroom assessments.	6/2/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B2 Lack of aligned professional development and collaborative planning time, due to a traditional 6-Period school day.

G1.B2.S1 Effective use of Early Release and Professional Development Days to increase collaborative planning, share best practices, expertise, and resources among all departments and content areas.

PD Opportunity 1

Survey instructional personnel staff on their professional development needs.

Facilitator

Kaelin, Jennifer, PD Liaison

Participants

All Instructional Staff

Schedule

On 9/6/2016

PD Opportunity 2

Provide professional development opportunities for instructional staff to review and dissect the Florida Standards and develop collaborative instructional delivery lessons that encompass critical thinking skills across all content areas.

Facilitator

Abela, Melissa - Assistant Principal over Curriculum, Kaelin, Jennifer - PD Liaison, and Department Chairs

Participants

All Instructional Staff

Schedule

Biweekly, from 9/29/2016 to 5/18/2017

PD Opportunity 3

Strategic alignment of content area professional development (PD) opportunities (i.e. all Algebra I teachers attend the same PD on opt days).

Facilitator

Department Chairs

Participants

All Instructional Staff

Schedule

Monthly, from 8/16/2016 to 4/28/2017