

Miami-Dade County Public Schools

Miami Killian Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Killian Senior High School

10655 SW 97TH AVE, Miami, FL 33176

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

Demographics

Principal: Earl Burth

Start Date for this Principal: 8/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year Grade	2020-21	2019-20	2018-19	2017-18
	C	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Miami Killian Senior High School is committed to providing a well-rounded educational environment in which students will develop their core values.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Koren, Justin	Assistant Principal	Principal's Designee; Curriculum; School Operations; IPEGS; Master Schedule; Personnel; Student Services; Mental Health; School Activities; School Athletics; EESAC; Magnet; Attendance; Safety to Life; Threat Assessments
Hernandez, Barbara	Magnet Coordinator	Magnet Lead Teacher; FLVS Facilitator; Cambridge Coordinator; College Interns; MSA Coordinator
Martinez, Samantha	Teacher, ESE	PLST Professional Development Liaison; ESE/Cambridge/Dual Enrollment Teacher
Arango, Milagro	Principal	Responsible for the overall implementation and compliance of Curriculum, Budget, Personnel, and School Operations.
Barnett, Mark	Other	Oversees the Student Activities Office; ensures oversight and compliance of student interest clubs, honor societies, and their respective sponsors; assists administration with special events, incentivizing programs, and other school-wide recognitions and extracurricular activities.
Carney, Shawn	Other	Oversees the Student Athletics Office; ensures oversight and compliance of athletic programs and coaches; assists administration with special events, incentivizing programs, and other school-wide recognitions and activities.

Demographic Information

Principal start date

Saturday 8/21/2021, Earl Burth

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

52

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,180

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	349	278	294	292	1213
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	81	56	62	50	249
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	11	63	73	43	190
Course failure in Math	0	0	0	0	0	0	0	0	0	0	32	78	76	52	238
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	68	75	49	74	266
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	78	62	53	85	278
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	176	75	0	0	251
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	80	92	97	93	362

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	8	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	4	7	19

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	319	340	302	380	1341
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	61	64	52	65	242
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	67	78	45	2	192
Course failure in Math	0	0	0	0	0	0	0	0	0	0	82	84	54	3	223
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	82	52	76	101	311
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	66	54	86	125	331

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	100	103	92	95	390

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	3	3	8	18

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	59%	56%	45%	59%	56%
ELA Learning Gains				47%	54%	51%	46%	56%	53%
ELA Lowest 25th Percentile				34%	48%	42%	37%	51%	44%
Math Achievement				34%	54%	51%	39%	51%	51%
Math Learning Gains				48%	52%	48%	43%	50%	48%
Math Lowest 25th Percentile				40%	51%	45%	29%	51%	45%
Science Achievement				59%	68%	68%	44%	65%	67%
Social Studies Achievement				69%	76%	73%	65%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	44%	55%	-11%	55%	-11%
Cohort Comparison						
10	2021					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	58%	68%	-10%	67%	-9%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	69%	71%	-2%	70%	-1%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	34%	63%	-29%	61%	-27%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	54%	-20%	57%	-23%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The compiled data represents the percentage of student proficiency based on Mid-Year Assessments for individual grade levels.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		31%	
	Economically Disadvantaged		30%	
	Students With Disabilities		10%	
	English Language Learners		6%	
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		57%	
	Economically Disadvantaged		55%	
	Students With Disabilities		51%	
	English Language Learners		57%	
		Number/% Proficiency	Fall	Winter
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41%	
	Economically Disadvantaged		35%	
	Students With Disabilities		32%	
	English Language Learners		12%	
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		30%	
	Economically Disadvantaged		29%	
	Students With Disabilities		19%	
	English Language Learners		12%	
		Number/% Proficiency	Fall	Winter
Biology	All Students		10%	
	Economically Disadvantaged		8%	
	Students With Disabilities		10%	
	English Language Learners		7%	
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
			61%	
			58%	
			38%	
			71%	

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	35	36	22	28	29	37	38		90	24
ELL	12	40	44	16	21	16	38	46		94	60
BLK	28	30	33	15	19	35	37	31		95	47
HSP	40	40	39	24	18	14	55	56		92	69
MUL	60										

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	44	36		28	13		56	58		93	84
FRL	34	36	37	20	19	19	49	45		92	60
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	32	19	16	36	33	43	39		85	15
ELL	24	45	37	34	51	45	45	45		65	67
ASN										100	50
BLK	34	46	26	16	35	33	48	52		92	23
HSP	47	49	38	39	50	40	60	73		81	48
WHT	54	39		35	59		76	86		86	51
FRL	37	45	34	32	47	38	56	67		82	41
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	39	23	20	40	35	18	36		73	2
ELL	21	41	37	36	45	21	26	55		70	52
ASN	50	55								91	50
BLK	31	42	36	25	39	32	31	45		75	17
HSP	47	45	36	42	44	29	47	69		84	47
WHT	63	62		46	42	20	58	82		92	59
FRL	38	43	36	38	43	29	38	60		78	36

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2021 state assessments, Miami Killian's data trends indicate that performance is down across all core content areas. Mathematics demonstrated a great need for improvement, with 22% proficiency as compared to district-level proficiency of 46%. ELA demonstrated 39% proficiency compared to the District average of 56%. Science proficiency was 52%, while the District's was 49%. Social Studies proficiency was 49%, compared to the District's 63%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2021 state assessments, the area of Mathematics demonstrated the greatest need for improvement. Our school's proficiency level was 22%, as compared to the District's proficiency average of 46%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This data finding is impactful because it indicates a significant learning gap between our school's performance in ELA and Mathematics, as compared to other schools within the District. Specifically, our focus needs to be on prioritizing academic rigor and higher-order learning in ELA and Mathematics. Therefore, our 2021-2022 goal is to strategically implement targeted interventions and continuously utilize higher-order thinking skills to increase student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessments, our school's largest learning gains were in the area of Science, wherein the proficiency level increased from 43% to 58%, revealing a 15 percentage point increase. Note that on the 2021 state assessments, Science proficiency was 52%, compared to the District's 49%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Administration strategically assigned courses to teachers who excelled in teaching Biology. Curriculum Support Specialists greatly assisted with establishing an Instructional Focus Calendar aligned with state standards. Ongoing progress monitoring and professional development opportunities took place throughout the school year.

What strategies will need to be implemented in order to accelerate learning?

Miami Killian Senior High has selected to utilize the evidence based strategies of Using Resources Effectively and Managing Data Systems and Processes to achieve accelerated learning. Using Resources Effectively requires optimizing the use of resources to improve student learning. In order to optimize resources, determine if existing resources can be reallocated to better support student and teacher needs, analyze data to determine whether resources benefit students and justify the cost, and ensure that resources align with the school's goals. Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

At the school site, professional learning opportunities lead by teacher-leaders will be offered throughout the school year. During the professional development workshops, teacher-leaders will share best practices and provide useful tools that will assist their colleagues in implementing newly learned strategies. Additionally, teacher-leaders will be afforded an opportunity to share pedagogy and practices among the entire instructional staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented include remedial courses in the areas of ELA, Mathematics, Science, and Social Studies. Specific attention and resources will be allotted to Mathematics and Reading in order to remediate loss of learning. Programs targeting remediation, such as Edgenuity, will be implemented in student schedules in order to increase student achievement, mitigate learning loss, and provide much-needed opportunities for credit recovery.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data, our school will focus on Mindfulness. Due to the large number of students who have transitioned from MySchoolOnline (in the 2020-2021 school year) to Brick and Mortar (in the current school year), Miami Killian Senior High's administration and staff will continue their efforts to improve school morale and the overall wellness of students, teachers, and staff by prioritizing mental health and actively promoting available resources.

Measurable Outcome: If our school sustains its practice of providing social-emotional support to students and provides a home-school connection with staff and families, students will become more motivated to learn and improve academic performance. Overall, our 2021-2022 goal of increasing social-emotional learning will be achieved by bridging the gap between home to school connections. Lastly, a strong effort will be made to ensure students and parents are aware of the various mental health resources available (both on site and via District referral).

Monitoring: Monitoring will be conducted by the Administrative Team, Student Services Department, Teachers, Mental Health Coordinator, School Social Worker, School Psychologist, and ESE Program Specialist. Referrals will document the number of cases and actions taken.

Person responsible for monitoring outcome: Justin Koren (272937@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy chosen is Mindfulness. This is the practice of being in a state of active and open attention in the present. This strategy was selected in an effort to prioritize mental health concerns, which has become a focus for the District and State of Florida.

Rationale for Evidence-based Strategy: Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Action Steps to Implement

9/1-10/11 - Mindfulness/support systems will be conducted for both staff and students through school-wide communication and professional development opportunities focusing on mental health and awareness. As a result, students and staff will be engaged in this process to enhance overall wellbeing.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

8/31-10/2 - School spirit will be increased through extracurricular activities (i.e. virtual pep rallies/socially distanced activities; club rush; first day "royal" entrance, etc.) as well as promoting our school-wide theme for 2021-2022: "Get In the Game!" As a result, students will feel more connected to one another and possess a greater sense of belonging and acceptance while at school.

Person Responsible Mark Barnett (mbarnett@dadeschools.net)

8/31-10/2 - Students will be encouraged to partake in the wearing of school-approved spirit attire. As a result, students will acquire a greater sense of school pride resulting in overall improved school morale.

Person Responsible Justin Koren (272937@dadeschools.net)

10/4-10/11 - Through the implementation of "Cougar Voice," students and staff will be able to share their ideas and directly communicate with administration. As a result, open dialogue and transparency will be improved, which will positively impact school culture.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

11/1-12/17 - A mindfulness tutorial session will be conducted during a faculty meeting. As a result, the benefits of reducing stress and refocusing negative energy will be demonstrated for the instructional staff with the goal of helping to improve teachers' respective classroom learning environments.

Person Responsible Justin Koren (272937@dadeschools.net)

11/1-12/17 - The Student Services Department will implement the SEL Strong initiative school-wide. As a result, students will be provided with support and empowerment techniques that will benefit their physical and mental well-being.

Person Responsible Justin Koren (272937@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Based on data from the 2021 state assessments, we have selected to focus on Collaborative Data Chats. Administration and Instructional Leaders will continue to make data-driven decisions, implement differentiated instructional practices, provide interventions, share effective learning strategies, develop rigor and relevance, and promote higher-order thinking skills and enrichment opportunities.

Measurable Outcome:

If our school sustains the practice of increasing student engagement, then students will have the motivation to learn. If our school sustains the practice of implementing intervention strategies for the lowest quartile, the students will show learning gains. If teachers ensure quality standards-based and rigorous bell-to-bell instruction, student engagement and performance will increase. Overall, our 2021-2022 goal of providing standards-aligned instruction to increase student achievement will be attained by setting high expectations and standards, holding students accountable for their learning, and supporting and mentoring teachers to provide rigorous instruction.

Monitoring:

Administrative and collegial classroom walkthroughs, classroom walkthrough observations, and meetings to provide timely feedback with core content area teachers will ensure interventions are being used with fidelity.

Person responsible for monitoring outcome:

Justin Koren (272937@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy chosen is Collaborative Data Chats. Teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale for Evidence-based Strategy:

Collaborative Data Chats will allow teachers and administrators to monitor student achievement, recognize learning gaps, and respond with interventions. Sharing best practices in providing standards-aligned instruction will promote rigor in the classroom through improved scaffolding and differentiated instruction.

Action Steps to Implement

9/7-10/11 - Targeted professional development activities will be offered to address instructional best practices across all academic disciplines. As a result, teachers will be empowered with new resources that will benefit their respective students.

Person Responsible

Samantha Martinez (315419@dadeschools.net)

9/7-10/11 - Provide differentiated activities to increase academic rigor and promote higher-order learning; conduct teacher-student data chats to address proficiency levels and monitor progress. As a result, teachers will be able to target the learning needs, adjust instruction, provide immediate feedback, and apply interventions for their respective students.

Person Responsible

Justin Koren (272937@dadeschools.net)

9/13-10/11 - Identify students to participate in targeted tutoring sessions in Reading, Algebra 1, Geometry, Biology, and United States History. As a result, students will greatly benefit from the extra tutoring sessions and their academic progress will improve.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

8/23-9/16 - Administration will strategically create courses and place students in order to remediate academic learning loss. As a result, learning loss across core subject areas will be mitigated.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

11/1-12/17 - Administration will conduct instructional walkthroughs based upon material covered in the professional development training "Leader-2-Leader: Accelerating Mathematics Learning 101- Grades 9-12." As a result, progress monitoring of standards-based instruction will be improved.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

11/1-12/17 - Scores from the District Writing Test will be reviewed and used as an instructional tool to prepare students for the State writing assessment as well as to develop their life-long writing skills. As a result, students will have the opportunity to practice writing in preparation for the English Language Arts Writing Component of the Florida Standards Assessment (FSA).

Person Responsible Kathy Copa (kecopa@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on our data, we have selected to focus our attention on Consistent, Developmental Feedback. Miami Killian's School Leadership Team will continue to improve the implementation of the District's Code of Student Conduct in order to enhance and ensure the safety of all stakeholders. According to 2020-2021 school climate survey, a total of 16% of staff members surveyed disagreed or strongly disagreed that "adequate disciplinary measures are used at my school."
Measurable Outcome:	Administrators, teachers, and support staff will take action to enhance school culture and uphold school safety guidelines. Additionally, an effort will be made to significantly decrease disciplinary infractions by proactively addressing infractions and enforcing the District's Code of Student Conduct.
Monitoring:	Administrators will utilize the District's Student Case Management Systems and track SESIR data to maintain a healthy and safe school environment.
Person responsible for monitoring outcome:	Justin Koren (272937@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy chosen is Consistent, Developmental Feedback. This involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy:	Consistent, Developmental Feedback will help attain a safe and secure learning environment for all stakeholders. Administration, school resource officer, and school security monitors, will enforce security measures throughout the school day to ensure safety. Students will be required to comply with the District's Code of Student Conduct (CSC) at all times, on campus and at school-sponsored events. Students who fail to comply with the CSC will receive disciplinary action in order to build a safe and supportive learning environment for all stakeholders.

Action Steps to Implement

9/2-9/10 - The District's Code of Student Conduct will be communicated with students during grade level orientations. As a result, there will be greater transparency pertaining to administration's enforcement of disciplinary infractions and bring about a reduction in the number of infractions.

Person Responsible Justin Koren (272937@dadeschools.net)

10/4-10/11 - Administration will conduct a professional development activity in which all instructional staff members are familiarized with the District's Code of Student Conduct. As a result, transparency will be improved in the utilization of administrative action codes, including the newly adopted codes pertaining to bullying and harassment.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

8/23-10/11 - Attendance will be monitored with utilizing our school's established Attendance Action Plan. As a result, interventions will be implemented and truancy meetings will be held with fidelity.

Person Responsible Justin Koren (272937@dadeschools.net)

8/23-10/11 - Participation in extracurricular activities (e.g. special presentations, college visits, virtual/ socially distanced pep rallies and events) will be incentivized. As a result, students will be motivated to comport themselves in accordance with the District's Code of Student Conduct.

Person Responsible Mark Barnett (mbarnett@dadeschools.net)

11/1-12/17 - Upon receiving referrals from teachers, administration will work with the Student Services Department to partner with District-approved contracted mental health professionals as appropriate. As a result, additional mental health resources will be provided to students and their families.

Person Responsible Justin Koren (272937@dadeschools.net)

11/1-12/17 - All students in Grade 12, and their respective parents, will sign a "Senior Contract" that outlines the specific academic and behavioral expectations required for students to participate in senior activities. As a result, seniors will be expected to comport themselves in accordance with the District's Code of Student Conduct and meet academic graduation requirements.

Person Responsible Mark Barnett (mbarnett@dadeschools.net)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on data from the 2021 state assessments, we have selected to focus on Student Engagement. Considering that the majority of students during the 2020-2021 school year accessed their education via the MySchoolOnline modality, it is essential to ensure renewed student engagement as all students have now returned to Brick and Mortar. As evidenced in the 2020-2021 School Climate Survey, 30% of students surveyed disagree or strongly disagree that their "teachers make them want to learn." Hence, prioritizing student engagement has been identified as a critical area of focus.

Measurable Outcome: The goal of becoming a "B" school is dependent upon students' academic performance. Our desired outcome is an overall increase of twenty percentage points.

Monitoring: Ongoing monitoring of data as evidenced by topic assessments and mid-year assessments will help track progress throughout the academic year.

Person responsible for monitoring outcome: Milagro Arango (pr7361@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy chosen is Student Engagement. Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.

Rationale for Evidence-based Strategy: Student Engagement ensures that teachers are providing opportunities for students to become engaged in the learning process and take ownership of their academic success.

Action Steps to Implement

8/23-10/11 - Administration will encourage teachers to post and discuss daily learning goals in order to ensure that targeted goals are visualized by the students. As a result, teachers will make meaningful modifications to instructional practices.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

9/13-10/11 - Teachers will facilitate quarterly data chats with their respective students. As a result, there will be an increased level of transparency as it pertains to sharing students' academic progress.

Person Responsible Milagro Arango (pr7361@dadeschools.net)

8/23-10/11 - Administrators will conduct weekly walkthroughs of classrooms. As a result, there will be notable improvements pertaining to student engagement, classroom rigor, and instructional pacing.

Person Responsible Justin Koren (272937@dadeschools.net)

8/23-10/11 - Administration will work to minimize the number of classroom disruptions. As a result, there will be a greater continuity of direct instruction that will positively contribute to increased student engagement.

Person Responsible Justin Koren (272937@dadeschools.net)

11/1-12/17 - Adjustments to the master schedule will be made to accommodate new sections of Critical Thinking Skills. As a result, students will be afforded an opportunity to participate in the 2021-2022 Aspen Challenge.

Person Responsible Justin Koren (272937@dadeschools.net)

11/1-12/17 - Administration will reinstitute restroom QR codes to track students using restrooms throughout the campus. As a result, disturbances to the learning environment will be minimized and monitoring of restroom usage will be enhanced.

Person Responsible Justin Koren (272937@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Miami Killian Senior High had a moderate rating of 1.74 per 100 students as compared to the state's range of 0-10.19 of documented Drug/Public Order incidents. Thus, Miami Killian ranked 251 out of 505 in the state and 53 out of 74 in the county. The District's Code of Student Conduct will be strictly enforced to address the number of Drug/Public Order incidents at the school site. Security monitors and our assigned School Resource Officer will work diligently to adhere to one-way hallways, remain visible, and reduce the number of disciplinary infractions. Together with school administrators, these collective efforts will assist in decreasing related incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Miami Killian, we address building positive school culture and the environment through collaboration and engagement with all stakeholders. Through progress monitoring for our students with our teachers and staff, we address the needs of all learners. Staff members are encouraged to collaborate, participate in walkthroughs, and are provided data-driven professional development opportunities throughout the school year. Educators are highlighted via our social media platforms and monthly by students via morning announcements. The school's College Assistance Program promotes post-secondary opportunities through

the college showcase, college tour, and encourages students participation through the "March Madness" spirit week.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Leadership Team: Milagro Arango, Principal; Dr. Justin A. Koren, Assistant Principal; Kelvin Smith, Assistant Principal; Mark Barnett, Activities Director; Barbara Hernandez, Magnet Lead; Susan Giro, CAP Advisor; Barbara Cantens, Student Services Chair; Shawn Carney, Athletic Director.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	7361 - Miami Killian Senior High Schl	Other		\$1,000.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	7361 - Miami Killian Senior High Schl	General Fund		\$5,000.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	7361 - Miami Killian Senior High Schl	Other		\$500.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
					Total:	\$6,500.00