Miami Killian Senior High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2021-22 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	2021-22: C (50%) 2018-19: C (50%) 2017-18: C (47%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	81%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Arango, Milagro	Principal	Responsible for the overall implementation and compliance of Curriculum, Budget, Personnel, and School Operations.
Koren, Justin	Assistant Principal	Principal's Designee; Curriculum; School Operations; IPEGS; Master Schedule; Personnel; Student Services; Mental Health; School Activities; EESAC; Magnet; Attendance; Safety to Life; Threat Assessments
Barnett, Mark	Administrative Support	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	Administrative Support	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.
Martinez, Samantha	Teacher, ESE	PLST Professional Development Liaison; ESE/Cambridge/Dual Enrollment Teacher
Smith, Kelvin	Assistant Principal	School Operations; IPEGS; ESE; Personnel; School Athletics; Transportation
Garcia, Nidia	Instructional Coach	Supports academic recovery initiatives and provides support to students and teachers; Cambridge Coordinator; PLST
Moreno, Marcel	Administrative Support	Assists with processing school discipline infractions and monitoring student attendance
Lavandeira, Danny	Administrative Support	Assists with monitoring school attendance and planning special events
Camacho, Ileana	School Counselor	Student Services Department Chairperson; Attendance Interventions; Graduation Tracker Monitoring
Hernandez, Barbara	Magnet Coordinator	Lead Teacher; Magnet Recruitment; MSA Coordinator; FLVS Facilitator
Washington, Lonnitris	Teacher, ESE	ESE Program Specialist

Demographic Information

Principal start date
Saturday 8/21/2021, Earl Burth

Number of teachers with a 2022 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.*

16

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

1,072

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	306	264	267	312	1149
Attendance below 90 percent	0	0	0	0	0	0	0	0	49	102	87	103	0	341
One or more suspensions	0	0	0	0	0	0	0	0	0	34	108	56	42	240
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	32	23	57	120
Course failure in Math	0	0	0	0	0	0	0	0	0	34	87	38	56	215
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	107	100	0	310
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	100	165	113	3	381
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	121	95	99	88	403

Using the table above, complete the table below with the number of students by current grade level who have 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	195	130	73	5	403

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	3	1	4	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	3	6	14

Date this data was collected or last updated

Thursday 8/11/2022

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	349	278	294	292	1213
Attendance below 90 percent	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	1	0	0	0	1
Course failure in ELA	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	32	78	76	52	238
Level 1 on 2019 statewide FSA ELA assessment	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	78	62	53	85	278
Number of students with a substantial reading deficiency	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	

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

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	349	278	294	292	1213
Attendance below 90 percent	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	1	0	0	0	1
Course failure in ELA	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	32	78	76	52	238
Level 1 on 2019 statewide FSA ELA assessment	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	78	62	53	85	278
Number of students with a substantial reading deficiency	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	54%	51%				44%	59%	56%
ELA Learning Gains	43%						47%	54%	51%
ELA Lowest 25th Percentile	35%						34%	48%	42%
Math Achievement	27%	42%	38%				34%	54%	51%
Math Learning Gains	40%						48%	52%	48%
Math Lowest 25th Percentile	49%						40%	51%	45%
Science Achievement	42%	41%	40%				59%	68%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	67%	56%	48%				69%	76%	73%

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

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
2022					
2019	58%	68%	-10%	67%	-9%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	71%	-2%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	63%	-29%	61%	-27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	54%	-20%	57%	-23%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	33	34	14	35	44	34	50		89	32
ELL	11	31	32	17	45	45	30	36		100	74
BLK	32	48	40	20	33	40	37	49		91	54
HSP	39	41	33	28	39	51	42	73		94	68
WHT	44	42		31	57		50	71		95	63
FRL	34	40	36	26	40	49	39	63		93	63
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										
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessments, Miami Killian's data trends indicate that academic proficiency declined across several core content areas. Notably, Science (Biology) demonstrated the greatest decline, as indicated by 42% of students reaching proficiency as compared to 52% in 2021. Also of concern was the proficiency level of ELA, which was 38% proficiency compared to 39% in 2021. However, improvements were made in Social Studies (U.S. History), which increased from 49% to 67%. Additionally, proficiency in Mathematics (Algebra 1 and Geometry) improved from 22% to 27%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 state assessments, Science demonstrated the greatest need for improvement with a proficiency level was 42%. This percentage demonstrates a downward trend: the proficiency rate was 52% in 2021 and 59% in 2019.

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 Science, as compared to other schools within the District. Specifically, our focus for the 2022-2023 school year will be on prioritizing academic rigor and monitoring of student achievement. To this end, we will strategically implement targeted interventions and implement progress monitoring in order to increase overall levels of proficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 state assessments, notable improvements were made in Social Studies, in which proficiency increased from 49% to 67%. Mathematics proficiency also improved from 22% to 27%. Notable gains in proficiency were also made within the lowest 25 percentile of Mathematics, from 20% to 49%.

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

Curriculum Support Specialists and a newly appointed Academic Recovery Coach assisted with establishing an instructional focus calendar that was aligned to state standards. Additionally, ongoing progress monitoring and professional development opportunities were conducted throughout the school year which assisted in guiding instructional planning and decision making.

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

Miami Killian Senior High will work to optimize the use of instructional resources to improve student learning. To this end, we will analyze data to determine whether resources directly benefit students. As it pertains to professional development, specific focus will be on both differentiated instruction and data-driven instruction.

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.

Professional learning opportunities, lead by teacher-leaders and Curriculum Support Specialists, will be offered throughout the school year. During the professional development workshops, best practices will be hared and teachers will be provided with useful tools that will assist in implementing newly learned strategies. Additionally, teacher-leaders will be afforded an opportunity to share pedagogy and practices among the entire instructional staff during faculty meetings and as part of District PD Days. Targeted professional development will focus on disaggregating data and utilizing data platforms, including Performance Matters, Power BI, and the newly adopted B.E.S.T. standards.

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 ensure sustainability include continuous progress monitoring and teacher implementation of differentiated instruction, evidenced in lesson plans and through administrative observations. Online 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will focus on the ESSA subgroup of Students with Disabilities (SWD) as it specifically relates to Differentiation. This area of focus was selected primarily due to the fact that the overall Science (Biology) proficiency rate declined by ten percentage points (from 52% in 2021 to 42% in 2022). Additionally, this instructional focus will benefit Mathematics (Algebra 1 and Geometry), in which the overall proficiency marginally increased by five percentage points (from 22% in 2021 to 27% in 2022). Teachers will use relevant data to align with their instructional planning in order to address student needs. Lesson plans will be customized to address individual student growth potential. Formative and summative data will be reviewed and used to revise lessons on an ongoing basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By successfully implementing differentiated instruction, it is believed that our Biology and Mathematics proficiency rates among the ESSA subgroup of SWD will increase by a minimum of two percentage points as evidenced by the 2023 EOC results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team and Department Chairs will monitor this Area of Focus through data-chats based on date acquired by interim assessments. The delivery of quality instruction will also be monitored during administrative instructional walkthroughs, both formal and informal. Administrators will review lesson plans to ensure there is evidence of differentiation, and that planning specifically addresses the ESSA subgroup of SWD. Formative assessments will be used to monitor student progress on a monthly basis. The data will then be analyzed by the Leadership Team to identify further potential areas of growth and determine where additional remediation may be needed. Before and/or after school tutoring opportunities will be made available to students who are not exhibiting adequate progress.
Person responsible for monitoring outcome:	Milagro Arango (pr7361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Utilizing differentiated instruction will provide the ESSA subgroup of SWD with differing methods and avenues of learning in order to assist them in acquiring mastery of content. As reflected in our current master schedule, we have adopted Algebra 1-A and Algebra 1-B sections in order to more adequately scaffold instruction for students in the ESSA subgroup SWD whose data, as indicated by their FSA 8th Grade Mathematics scores, reflects a need for remediation. Additionally, we have adopted a foundational mathematics course for Geometry students who have not yet passed the Algebra 1 EOC. This will involve developing teaching materials and assessment measures so that all students can

implemented for this Area of Focus.	learn effectively, regardless of differences in ability. Differentiated instruction will be monitored through both formal and informal administrative walkthroughs and by ongoing analysis of relevant data points.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Differentiated instruction was selected because it is an inclusive practice that allows for individualized instruction for the ESSA subgroup of SWD. Additionally, when combining differentiated instruction with data analysis, it gives teachers the power to focus on bringing students to proficiency in individual standards, which goes hand in hand with standards-aligned instruction. If students are mastering standards through differentiated instruction as they progress throughout the school year, they will likely meet proficiency on state standardized assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Teachers will attend an in-house professional development training pertaining to differentiation at the beginning of the school year at Miami Killian Senior High School. As a result, it is expected that data-driven differentiated instruction will be present in teacher lesson plans and that it will be implemented during instructional time as observed by administrators.

Person Responsible	Milagro Arango (pr7361@dadeschools.net)

8/31-10/14 - Teachers will attend in-house professional development sessions, at Miami Killian Senior High School, pertaining to data analysis and usage to support fluid differentiated instruction. Specifically, Performance Matters and Power BI will be highlighted as key resources to monitor student progress and achievement. As a result, data will be evident in lesson plans and used for student grouping purposes within classrooms.

Person Responsible	Nidia Garcia (nidiagarcia@dadeschools.net)

8/31-10/14 - Administration will conduct bi-weekly classroom walkthroughs to monitor the use and effectiveness of differentiated instruction. As a result, administration will be able to provide timely feedback and offer professional development activities as warranted.

Person Responsible	Milagro Arango (pr7361@dadeschools.net)

8/31-10/14 - Administration will conduct ongoing data chats with core department teachers to analyze data and assist teachers in using data to support instruction. Specific attention will be placed on standards pertaining to differentiated instruction, re-teaching lessons, scaffolding individual benchmarks, and whole group instruction. As a result, teachers will utilize data to drive the implementation of differentiated instruction.

Person Responsible	Nidia Garcia (nidiagarcia@dadeschools.net)

8/31-10/14 - Teachers will work collaboratively to create formative assessments using Performance Matters that are aligned with weekly small group instruction. Teachers will also use Performance Matters

to track student progress and adjust instruction as appropriate. As a result, differentiated activities will target academic benchmarks correlated to specific performance deficiencies.

Person Responsible Nidia Garcia (nidiagarcia@dadeschools.net)

10/31-12/16 - Administration will utilize a walkthrough checklist to specifically monitor instructional practices and strategies and ensure a focus on learners and relevance.

Person Responsible Justin Koren (272937@dadeschools.net)

10/31-12/16 - Administration will select teachers in the Mathematics and Science Departments to attend iCAD professional development sessions in order to support academic content and instructional pacing.

Person Responsible Justin Koren (272937@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will focus on instructional practices, specifically relating to Student Engagement. This area of focus was selected as a result of the 2022 low proficiency levels in both Science (Biology) and Mathematics (Algebra 1 and Geometry). Overall, Science proficiency declined by ten percentage points (from 52% in 2021 to 42% in 2022) and Mathematics (Algebra 1 and Geometry) proficiency marginally increased by five percentage points (from 22% in 2021 to 27% in 2022). Applying greater degree of student engagement will provide students with focus, motivation, and meaningful learning experiences. Engaging students in the learning process, and providing them accountability for their education, is essential to increasing proficiency rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement differentiated instruction, it is believed our Science and Mathematics proficiency rates will increase by a minimum of five percentage points as evidenced by 2023 EOC results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will monitor student engagement by conducting classroom walkthroughs, both formal and informal, as well as facilitating data chats with teachers to monitor student progress and their levels of motivation and engagement. Administrators will provide professional development and coaching to teachers as needed.
Person responsible for monitoring outcome:	Milagro Arango (pr7361@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within student engagement, we will implement technology integration. Technology integration will support student engagement, and ultimately Biology and Mathematics (Algebra 1 and Geometry) proficiency.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Technology integration will allow students to apply computer and technology skills to learning and problem-solving while working to promote student engagement. By using this evidence-based strategy, curriculum will drive the use of technology and not vice-versa. Additionally, this strategy will expose students to technological platforms that will mirror those skills necessary for taking EOC exams.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Teachers will utilize Schoology to provide instructional support to students. As a result, students will be able to access educational content at school and at home, which will improve their engagement in learning.

Person Responsible	Milagro Arango (pr7361@dadeschools.net)

8/31-10/14 - Teachers will permit students to use their individual devices, either personal or school-issued, during instructional time (as appropriate), in order to access platforms such as Schoology. As a result, teachers will promote a shift to student-centered classrooms and increase the level of teacher/student communication and collaboration.

Person Responsible	Kelvin Smith (kelvinsmith@dadeschools.net)

8/31-10/14 - Teachers will participate in a professional development session pertaining to one of the following web-based platforms: Achieve 3000, Common Lit, Newsela, or IXL. As a result, teachers will be able to enhance their instructional delivery and enhance student engagement.

Person Responsible	Milagro Arango (pr7361@dadeschools.net)

8/31-10/14 - Teachers, with the support of the Student Services Department, will facilitate data chats with their respective students, utilizing the online Graduation Tracker and SCOIR applications, to monitor progress. As a result, there will be an increased level of transparency as it pertains to sharing students' academic progress.

Person Responsible	Susan Giro (sgiro1@dadeschools.net)

10/31-12/16 - Science teachers will develop a monthly calendar for the implementation of Biology Essential Labs.

Person Responsible	Justin Koren (272937@dadeschools.net)

10/31-12/16 - Administration will identify teachers to attend advanced professional development activities (Train-the Trainer) on the implementation of Schoology in order to increase student engagement, both in class at at home.

Person Responsible   Justin Koren (272937@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our data, we have selected to focus our attention on Specific Teacher Feedback/Walkthroughs. Miami Killian's School Leadership Team will continue to improve the adherence to, and implementation of, the District's Code of Student Conduct in order to enhance and ensure the safety of all stakeholders. According to 2021-2022 school climate survey, a total of 29% of staff members surveyed either disagreed or strongly disagreed that "adequate disciplinary measures are used at my school."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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. With the implementation of Specific Teacher Feedback/Walkthroughs, there will be an increase to at least 73% of staff members who feel that "adequate disciplinary measures are used at my school" as evidenced by the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Kelvin Smith (kelvinsmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The evidence-based strategy chosen is Specific Teacher Feedback/Walkthroughs. 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.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Specific Teacher Feedback/Walkthroughs 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. As a result, overall student compliance with the CSC will increase, thereby improving teachers' general assessment of ensuring adequate disciplinary measures are being implemented.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - 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 Kelvin Smith (kelvinsmith@dadeschools.net)

8/31-10/14 - 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)

8/31-10/14 - 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)

8/31-10/14 - 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 Kelvin Smith (kelvinsmith@dadeschools.net)

10/31-12/16 - Administration will implement lunchtime detentions as an alternative to indoor suspension for Level 1 violations of the District's Code of Student Conduct.

Person Responsible Kelvin Smith (kelvinsmith@dadeschools.net)

10/31-12/16 - To reduce students with habitual unexcused tardies, a school-wide "Tardy Tank" will be implemented to monitor and address noncompliance.

Person Responsible	Kelvin Smith (kelvinsmith@dadeschools.net)

10/31-12/16 - Administration will implement lunchtime detentions as an alternative to indoor suspension for Level 1 violations of the District's Code of Student Conduct.

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10/31-12/16 - To reduce students with habitual unexcused tardies, a school-wide "Tardy Tank" will be implemented to monitor and address noncompliance.

Person Responsible	Kelvin Smith (kelvinsmith@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Response to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will focus on Positive Culture and Environment, specifically related to Early Warning Systems. This area of focus includes research-based indicators that are used to identify students at risk of failing to meet educational milestones (such as attendance, discipline, meeting grade level expectations on statewide assessments, student promotion and graduating on-time). For the 2022-2023 school year, we will specifically focus on student attendance, which declined by four percentage points, from 94% in 2020-2021 to 90% in 2021-2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students who struggle with meeting educational milestones (such as attendance, discipline, passing statewide assessments, and meeting student promotion requirements) are at risk of not meeting on-time graduation requirements and dropping out of traditional high school. Thus, Miami Killian's Leadership Team, along with the Student Services Department, will identify students with early warning systems and develop a tracking system to provide interventions and support with the ultimate goal of ensuring student attendance improves. With the implementation of Early Warning Systems, there will be an overall increase in student attendance to 92% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team, along with the Student Services Department, will monitor the Early Warning Systems tracking report in order to decrease the number of student absences, discipline incidents, and improve learning mastery. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards. As a result, overall student attendance will improve by at least two percentage points for the 2022-2023 school year.
Person responsible for monitoring outcome:	Justin Koren (272937@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Response to Early Warning Systems involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to Early Warning Systems utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Interventions for students identified with chronic absenteeism and/or flagged as truant will be applied with fidelity. To ensure we are on track to meet the the desired outcome, attendance data will be collected on an ongoing basis and will be discussed during data chats with teachers, students, and parents/guardians. As a result, intervention resources designed to benefit students and their families will be applied consistently throughout the 2022-2023 school year.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 - Staff will utilize the Early Warning Systems report. Administration and designated support staff will conduct parent conferences to explain attendance concerns and attendance contracts will be issued as appropriate. As a result, communication with parents will improve and chronic absenteeism will be addressed through a proactive approach.

Person Responsible	Justin Koren (272937@dadeschools.net)

8/31-10/14 - Staff will be provided with the Daily Attendance Bulletin to facilitate the collective monitoring of student absences. As a result, communication and transparency will be improved in order to identify students and refer them for appropriate interventions.

Person Responsible	Justin Koren (272937@dadeschools.net)

8/31-10/14 - Teachers and support staff will monitor student class attendance to determine the accuracy of attendance reports and provide timely feedback to the attendance clerk to ensure the correction of daily student attendance. As a result, teacher-reported discrepancies will assist with more accurately capturing daily student attendance.

Person Responsible	Danny Lavandeira (lavandeiradanny@dadeschools.net)

8/31-10/14 - The Attendance Review Committee (ARC) will meet to review and implement attendance-related interventions. Interventions will be aligned with the school's 2022-2023 iAttend Action Plan. As a result, tiered interventions will be provided, e.g. student/parent conferences, counseling/mental health services, and home visits as warranted.

Person Responsible	Danny Lavandeira (lavandeiradanny@dadeschools.net)

10/31-12/16 - The ARC will promote wraparound services (Family & Children Faith Coalition, Overtown Youth Center, Inc., and The Children's Village, Inc.) to parents/guardians during iAttend and Truancy Team Meetings, utilizing the ARC Referral Form (6704).

Person Responsible	Danny Lavandeira (lavandeiradanny@dadeschools.net)

10/31-12/16 - To increase transparency with the implementation of the i3 Attendance Action Plan, the ARC will log all referral interventions into the Student Case Management System (in addition to the truancy codes being utilized for students with habitual absenteeism).

Person Responsible	Danny Lavandeira (lavandeiradanny@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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; Nida Garcia, Academic Recovery Coach; Shawn Carney, Athletic Director.