

Miami Killian Senior High School



2014-15 School Improvement Plan

Miami Killian Senior High School

10655 SW 97TH AVE, Miami, FL 33176

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MISSION

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.

CORE VALUES

Individual Worth

Miami Killian Senior High School's foundation is built on a shared belief that all students can learn, achieve, and succeed and that each student is a valued individual with unique intellectual, physical, social, and emotional needs.

Active Student Engagement

At the core of Killian's instructional practices is a belief that students learn best when they are actively involved in the learning process and have a variety of instructional approaches and co-curricular activities to support that process. Instructional practices will incorporate learning activities and evaluation techniques that take into account differences in learning styles.

High Expectations

Clear goals and high expectations for student achievement will guide the development of the curriculum and the design of instructional strategies and learning activities.

Productive Environment

Optimum student achievement takes place best in a safe, clean environment where parents, students, administrators, teachers, and community members share responsibility and take an active role in support of the school's mission.

Personal Excellence

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

Provide the school's vision statement

VISION

Miami Killian Senior High School is committed to providing an educational environment in which students will be "Conquering New Horizons."

School Environment

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

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

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

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

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

Miami Killian Senior High School has a discipline plan in place that establishes norms for student behavior, and is consistent with the Miami-Dade County Public Schools' Code of Student Conduct. This progressive discipline plan is implemented throughout the year, and is consistently applied to student infractions of behavior. Classroom teachers, along with support and non-instructional staff, monitor students, and discuss behavioral expectations with students on a daily basis. Morning announcements and incentive-based activities occur on an ongoing basis to reinforce the behavioral expectations that exist for students.

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

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

Early Warning Systems

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

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

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

1. scored at Achievement Level 1 in Reading in the prior year
2. scored at Achievement Level 1 in Mathematics in the prior year
3. failed a Reading course
4. failed a Mathematics course
5. had an in-school or outdoor suspension assigned
6. been retained a grade level in the prior year
7. a GPA of less than 2.0
8. failed two or more courses in any subject
9. in grade nine with more than 19 absences within the first 20 days of school
10. excused or unexcused absences totaling 18 or more days

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	122	132	136	263	653
One or more suspensions	189	175	152	61	577
Course failure in ELA or Math	294	257	167	17	735
Level 1 on statewide assessment	212	190	37	0	439

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

A review of 2013-2014 school climate data indicated that only 76% of parents had positive perceptions regarding the overall climate. Instructional staff, student services staff, and the administrative team will collaborate with parents and students to ensure that parents are informed about their child's progress. Parent Portal workshops will be held, and the school mission and vision are widely and prominently displayed throughout the school and the school community.

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Pereira, Magda	Principal
Flamer, Niki	Assistant Principal
Barnett, Mark	Administrative Support
Canovaca, Monica	Administrative Support
Collier, Courtney	Assistant Principal
Copa, Kathy	Teacher, K-12
Edgar, Rosa	Administrative Support
Etchart, Anmarie	Teacher, K-12
Floyd, Kenny	Teacher, K-12
Hansen, Jean	Teacher, K-12
Hidalgo, Ciro	Assistant Principal
McGraw, Michael	Teacher, K-12
McQueen, Telica	Teacher, K-12
Sterental, Esther	Teacher, ESE
Ward, Andre	Teacher, K-12
Weinberg, Fay	Guidance Counselor

Duties

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

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

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

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

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

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

The SLT will utilize this process to focus school wide efforts on data collection and analysis to determine which students need which type of assistance, and to continue the cycle of ongoing progress monitoring to ensure that instruction and interventions are being effective. The team will:

1. Evaluate the academic progress of students addressing key questions about student learning.
2. Gather and analyze student performance data to determine professional development needs for faculty.
3. Meet regularly (meetings will be held monthly).
4. Maintain open lines of communication with faculty for input and feedback.
5. Design, implement, and evaluate instruction and interventions.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Thomas Ennis	Principal
Pamela Johnson	Teacher
Catherine Conkling	Teacher
James Brown, Major	Teacher
Frank Moreno	Teacher
Monica Canovaca	Teacher
Michael McGraw	Teacher
Mary Bradshaw	Education Support Employee
Analisa Fidanque	Parent
Marilyn Gonzalez	Parent
Rebecca Koch	Parent
Patrick Moore	Student
Rosa Castellanos	Business/Community
Rolando Gonzalez	Business/Community
Alicia Rodriguez	Business/Community
Leslie Major	Parent
John Koch	Parent
Rachel Tombley	Parent
Tom Schramm	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) from the 2013-2014 school year for Miami Killian Senior High School was reviewed by the EESAC in May. Additionally, school wide results from the Spring 2014 test administration of the FCAT Writing, FCAT Reading, and all EOC examinations was reviewed. Future steps for ensuring student achievement were discussed, keeping in mind the demands of the Florida Standards. The goals for the SIP for the 2014-2015 school year were determined based on the outcomes of the 2013-2014 SIP.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

All instructional staff are encouraged to request funds from the EESAC for specialized materials that will assist students in succeeding with the demands of a rigorous curriculum. A budget subcommittee reviews all requests, and makes recommendations to the EESAC regarding the funding of teacher

requests. The EESAC votes to make the final determination regarding the funding of requests, in order to ensure that the possibilities for student achievement are maximized.

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

The EESAC will use annual funds of approximately \$10,000.00 to support school improvement through the funding of multiple teacher requests to ensure student achievement. All instructional staff were given the opportunity to request funds from the EESAC for specialized resources that would have a direct link to increasing student progress. All requests were reviewed by the EESAC Budget subcommittee to ensure that requests would result in increased student achievement and equity amongst subject areas. The recommendations of the EESAC Budget subcommittee were reported, and the full EESAC voted to approve proposals.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pereira, Magda	Principal
Flamer, Niki	Assistant Principal
Barnett, Mark	Administrative Support
Canovaca, Monica	Administrative Support
Collier, Courtney	Assistant Principal
Copa, Kathy	Teacher, K-12
Edgar, Rosa	Teacher, ESE
Etchart, Anmarie	Teacher, K-12
Floyd, Kenny	Teacher, K-12
Hansen, Jean	Teacher, K-12
Hidalgo, Ciro	Administrative Support
McGraw, Michael	Teacher, K-12
McQueen, Telica	Teacher, K-12
Sterental, Esther	Teacher, ESE
Ward, Andre	Teacher, K-12
Weinberg, Fay	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction

and the transition to the Florida Standards will be evident in professional discussions, and will be monitored on an ongoing basis by department chairpersons and school administrators. All activities and initiatives of the LLT will be aligned to the K-12 CRRP.

Public and Collaborative Teaching

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

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

Teachers are provided with time for departmental planning, along with discussion protocols, to encourage positive working relationships that result in positive and productive collaborative planning and instruction. Instructional Leaders by subject area provide ongoing assistance to teachers, and ensure that subject area and grade level teams collaborate to provide a high quality instructional program to students.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Teachers review and analyze student achievement data on an ongoing basis, both individually and in departments. Teachers are provided with individual class lists with all student achievement data from the prior year. During departmental meetings, teachers are provided with a data analysis protocol to discuss strengths and weaknesses, and plan accordingly for instruction. Additionally, teacher data totals are published school wide, and individual data chats are conducted with the school

administrative team to address teacher's student learning outcomes and provide guidance for addressing the Florida Standards appropriately.

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

Strategy: After School Program

Minutes added to school year: 180

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pereira, Magda, pr7361@dadeschools.net

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

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

Strategy: Weekend Program

Minutes added to school year: 180

Students are provided the opportunity to participate in supplemental instruction through a Saturday tutorial in preparation for the Florida Standards Assessment (FSA) in English Language Arts (ELA) in Reading and the FSA Algebra 1 and Geometry End of Course (EOC) examinations.

Strategy Rationale

Additional instructional time allows for students to engage in additional instruction in order to prepare for the FSA ELA in Reading, and the FSA Algebra 1 and Geometry EOC examinations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pereira, Magda, pr7361@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

The school offers students elective courses in art, JROTC, music studies, dance, world languages, technology, and career studies, in addition to various honors, Advanced Placement (AP) and Dual Enrollment (DE) courses in various subject areas. These courses focus on job skills and connect academic learning to the real world, and prepare students for transition into postsecondary institutions. Courses in the Culinary Arts and Technology also provide students the opportunity to earn Industry Certification that can lead to immediate higher-level employment upon graduation from high school. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always evident and relevant. Teachers also provide students with reading practice exercises that are based on current events and further support the acquisition of reading comprehension and proficiency with a variety of reading material.

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

An increase in the number of students participating in the Executive Internship program has increase dramatically, from one or two students per year, to over 100 students per year. Miami Killian Senior High has made a concerted effort to increase student exploration of professional industries of interest in order to promote lifelong learning and positive postsecondary educational and career choices.

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

The number of students earning a standard diploma has increased over the past three years, including increases in the percent of graduates who scored at level three or above on the tenth grade FCAT in Reading and Algebra 1 and Geometry EOC examinations, and is higher than both the district and state percentages. This has led to increases in various indicators of college success, for even our struggling students, and has led to increases in our graduation rate. Additionally, Miami Killian Senior High School strives to increase the participation of students in DE courses. As such, we have partnered with Florida International University (FIU) to offer DE courses on our school campus during the school day. A Virtual Learning Lab has also been opened, servicing over 400 students throughout the course of the day, who are taking an online course as part of their school day. This program has allowed students to experience online instruction while maintaining the support of an instructional staff member at the school site.

Additionally, school site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school, and succeeding in post-secondary academic and vocational institutions, in the military, and in the world of work. Student services staff meet with students, conduct various college-planning sessions, serve as student advocates in advanced academic programs, and even host night events to ensure the students and parents are well-versed in issues regarding selection of an appropriate institution, financial planning including scholarships and Bright Futures, and in preparing for all other aspects of life after high school.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction in all content areas.
- G2.** Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress.
- G3.** The percentage of students participating in the Fairchild Challenge, a STEM-related experience, in the 2013-14 school year is 20%. The goal for the 2014-15 school year is 23%.
- G4.** The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2013-14 school year is 76%. The goal is to achieve 80% in the 2014-15 school year.

Strategic Goals Detail

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

G1. Increase student achievement by improving core instruction in all content areas. 1a

G050020

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - African American	56.0
AMO Reading - Hispanic	67.0
AMO Reading - White	76.0
AMO Reading - ELL	46.0
AMO Reading - SWD	51.0
AMO Reading - ED	61.0
AMO Math - African American	52.0
AMO Math - ELL	53.0
AMO Math - SWD	47.0
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	63.0
FSA - Mathematics - Proficiency Rate	40.0
Math Gains	73.0
Math Lowest 25% Gains	76.0
Algebra I EOC Pass Rate	53.0
Geometry EOC Pass Rate	64.0
FAA Reading Proficiency	91.0
FAA Mathematics Proficiency	100.0
Bio I EOC Pass	62.0
College Readiness Mathematics	81.0
4-Year Grad Rate (Standard Diploma)	85.0
College Readiness Reading	73.0
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- District-provided instructional hardware and software.
- Professional Learning Communities (PLCs)
- Scheduled departmental and faculty meeting times on an ongoing basis.
- Literacy Instructional Leaders
- Professional Development (PD) Liaison
- District Curriculum Support Specialist
- District-provided instructional hardware and software.
- Professional Learning Communities (PLCs)
- Scheduled departmental and faculty meeting times on an ongoing basis.
- Literacy Instructional Leaders

- Professional Development (PD) Liaison
- District Curriculum Support Specialist

Targeted Barriers to Achieving the Goal 3

- Students have limited exposure to instructional activities that require higher levels of complex critical, independent, and creative thinking.

Plan to Monitor Progress Toward G1. 8

Disaggregation of data from Interim Assessments for the FSA in Reading and Writing, the FSA EOCs in Algebra 1 and Geometry, and the NGSSS EOCs in Biology and US History.

Person Responsible

Magda Pereira

Schedule

On 12/19/2014

Evidence of Completion

Data reports; data chat anecdotal notes

G2. Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress. 1a

G050051

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	25.0
One or More Suspensions	25.0
GPA below 2.0 - H.S.	19.0
Level 1 - All Grades	45.0

Resources Available to Support the Goal 2

- Administrative Team
- Student Services Staff
- School Social Worker
- School Psychologist
- School Resource Officer
- Monitoring Reports

Targeted Barriers to Achieving the Goal 3

- Students may become unmotivated regarding successful school completion and on-time graduation.

Plan to Monitor Progress Toward G2. 8

Data from File Download Manager regarding student attendance, student grades, and school suspensions by student.

Person Responsible

Magda Pereira

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, trend data

G3. The percentage of students participating in the Fairchild Challenge, a STEM-related experience, in the 2013-14 school year is 20%. The goal for the 2014-15 school year is 23%. 1a

G050077

Targets Supported 1b

Indicator	Annual Target
	23.0

Resources Available to Support the Goal 2

- Discovery Education Software
- District Curriculum Support Specialist
- Science Instructional Leader

Targeted Barriers to Achieving the Goal 3

- Students are not motivated to participate in the STEM-related experience, the Fairchild Challenge.

Plan to Monitor Progress Toward G3. 8

Review student participation data

Person Responsible

Ciro Hidalgo

Schedule

Monthly, from 12/1/2014 to 4/1/2015

Evidence of Completion

List of student participants, Fairchild Challenge registration forms

G4. The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2013-14 school year is 76%. The goal is to achieve 80% in the 2014-15 school year. 1a

G050079

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- School website
- Teacher websites
- Connect-Ed Messaging System

Targeted Barriers to Achieving the Goal 3

- Lack of participation and information regarding school wide academic activities by parents.

Plan to Monitor Progress Toward G4. 8

Sign-in sheets from various school wide functions to determine attendance rates

Person Responsible

Magda Pereira

Schedule

Quarterly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Progress Toward G4. 8

Anecdotal conversations with parents regarding perceptions of overall school climate

Person Responsible

Magda Pereira

Schedule

Quarterly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Anecdotal records

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement by improving core instruction in all content areas. **1**

 G050020

G1.B4 Students have limited exposure to instructional activities that require higher levels of complex critical, independent, and creative thinking. **2**

 B125229

G1.B4.S1 Increase rigor and higher order thinking skills. **4**

 S137129

Strategy Rationale

Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading.

Action Step 1 **5**

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

On 9/23/2014

Evidence of Completion

Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes

Action Step 2 5

Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

Daily, from 9/24/2014 to 10/8/2014

Evidence of Completion

Lesson plans, authentic student work samples, student discourse

Action Step 3 5

Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.

Person Responsible

Niki Flamer

Schedule

Daily, from 10/9/2014 to 11/14/2014

Evidence of Completion

Agendas, sign-in sheets, lesson plans, authentic student work samples, student discourse, reflection notes

Action Step 4 5

Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats

Person Responsible

Magda Pereira


Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols

G1.B4.S2 Increase rigor and higher order thinking skills. 4

 S137130

Strategy Rationale

Infuse a variety of higher order thinking strategies into the delivery of instruction in Mathematics.

Action Step 1 5

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

On 9/23/2014

Evidence of Completion

Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes

Action Step 2 5

Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

Daily, from 9/24/2014 to 10/8/2014

Evidence of Completion

Lesson plans, authentic student work samples, student discourse

Action Step 3 5

Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.

Person Responsible

Niki Flamer

Schedule

Daily, from 10/9/2014 to 11/14/2014

Evidence of Completion

Agendas, sign-in sheets, lesson plans, authentic student work samples, student discourse, reflection notes

Action Step 4 5

Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats

Person Responsible

Magda Pereira


Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols

G1.B4.S3 Increase rigor and higher order thinking skills. 4

 S137131

Strategy Rationale

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

Action Step 1 5

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

On 9/23/2014

Evidence of Completion

Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes

Action Step 2 5

Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.

Person Responsible

Niki Flamer

Schedule

Daily, from 9/24/2014 to 10/8/2014

Evidence of Completion

Lesson plans, authentic student work samples, student discourse

Action Step 3 5

Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.

Person Responsible

Niki Flamer

Schedule

Daily, from 10/9/2014 to 11/14/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Action Step 4 5

Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough logs, anecdotal notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats

Person Responsible

Magda Pereira

Schedule

Daily, from 11/12/2014 to 11/26/2014

Evidence of Completion

Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols

G2. Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress. **1**

G050051

G2.B3 Students may become unmotivated regarding successful school completion and on-time graduation. **2**

B125315

G2.B3.S1 Students who miss 10% or more days of school have demonstrated health-related, emotionally-related, or other contributory factors that limit their school attendance on a regular basis, as demonstrated by 27% of students missing ten percent or more of available instructional time. **4**

S137225

Strategy Rationale

By providing students with excessive absences with intervention services, regular school attendance can be increased.

Action Step 1 **5**

Students who miss 10% or more days of school must be identified.

Person Responsible

Courtney Collier

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students

Action Step 2 **5**

Students who miss 10% or more days of school will be conferenced with in small groups regarding overcoming barriers to regular school attendance.

Person Responsible

Courtney Collier

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Meeting logs, sign-in sheets, meeting agendas

Action Step 3 5

The parents of students who miss 10% or more days of school will be contacted regarding their child's school attendance, and options for increasing school attendance discussed.

Person Responsible

Courtney Collier

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Call logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review of identification and intervention logs with students who have missed 10% or more days of school, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Courtney Collier

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, meeting agendas, sign-in sheets, call logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review and analyze disaggregated school wide data regarding the number of students who have missed 10% or more days of school, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Courtney Collier


Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, trend data

G2.B3.S2 Students who have a GPA of less than 2.0 become unmotivated regarding successful school completion and on-time graduation, as demonstrated by 21% of students with a GPA of less than 2.0. 4

 S137226

Strategy Rationale

By providing students with low grades with intervention services and information regarding a variety of course recovery options, motivation regarding school completion and on-time graduation can be improved.

Action Step 1 5

Students who who have a GPA of less than 2.0 must be identified.

Person Responsible

Niki Flamer

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students

Action Step 2 5

Students who have a GPA of less than 2.0 will be conferenced with in small groups regarding course credit recovery options, methods for maintaining positive course grades, and strategies for ensuring successful, on-time graduation.

Person Responsible

Fay Weinberg

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Meeting logs, sign-in sheets, meeting agendas

Action Step 3 **5**

The parents of students who have a GPA of less than 2.0 will be contacted regarding their child's school grades, and options for ensuring high school graduation discussed.

Person Responsible

Fay Weinberg

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Call logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 **6**

Review of identification and intervention logs with students who have a GPA of less than 2.0, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Niki Flamer

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, meeting agendas, sign-in sheets, call logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 **7**

Review and analyze disaggregated school wide data regarding the number of students who have a GPA of less than 2.0, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Niki Flamer

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, trend data

G2.B3.S3 Students who have one or more suspensions may demonstrate an inability to effectively resolve personal/ social/ emotional and/or interpersonal conflicts, as demonstrated by 24% of students receiving one ore more suspension. 4

 S137227

Strategy Rationale

By providing students with behavioral issues with intervention services, student in-school behavior can be improved.

Action Step 1 5

Students who have one or more suspension must be identified, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students

Action Step 2 5

Students who have one or more suspension will be conferenced with in small groups regarding in-school behavior, methods for maintaining positive behavior, and strategies for ensuring positive resolution to conflict.

Person Responsible

Fay Weinberg

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Meeting logs, sign-in sheets, meeting agendas

Action Step 3 **5**

The parents of students who have one or more suspension will be contacted regarding their child's school behavior, and strategies for assisting with school behavior discussed.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Call logs

Plan to Monitor Fidelity of Implementation of G2.B3.S3 **6**

Review of identification and intervention logs with students who have one or more suspension, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, meeting agendas, sign-in sheets, call logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 **7**

Review and analyze disaggregated school wide data regarding the number of students with one or more suspension, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

List of identified students, trend data

G3. The percentage of students participating in the Fairchild Challenge, a STEM-related experience, in the 2013-14 school year is 20%. The goal for the 2014-15 school year is 23%. 1

G050077

G3.B1 Students are not motivated to participate in the STEM-related experience, the Fairchild Challenge.

2

B125392

G3.B1.S1 Provide incentives for students participating in the STEM-related experience, the Fairchild Challenge. 4

S137276

Strategy Rationale

With the implementation of student incentives, participation in this STEM experience will increase.

Action Step 1 5

Identify teachers teaching course appropriate to implementing the Fairchild Challenge as part of the curriculum.

Person Responsible

Ciro Hidalgo

Schedule

On 11/7/2014

Evidence of Completion

List of teachers

Action Step 2 5

Provide teachers with all necessary information for implementing the Fairchild Challenge within the curriculum.

Person Responsible

Michael McGraw

Schedule

On 11/26/2014

Evidence of Completion

Meeting agenda, sign-in sheets, meeting handouts

Action Step 3 5

Develop a menu of incentives for students who are participating, including class grades, extra credit, and school wide recognition.

Person Responsible

Michael McGraw

Schedule

Weekly, from 10/13/2014 to 11/26/2014

Evidence of Completion

List of incentives, morning announcements

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Ensure that identified teachers are appropriately implementing the curriculum and advertising the incentives for students participating in the Fairchild Challenge.

Person Responsible

Ciro Hidalgo

Schedule

Monthly, from 12/1/2014 to 4/1/2015

Evidence of Completion

Class grades, lesson plans, authentic work samples

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review teacher's implementation of the Fairchild Challenge curriculum and student incentives to increase participation.

Person Responsible

Ciro Hidalgo

Schedule

Monthly, from 12/1/2014 to 4/1/2015


Evidence of Completion

List of student participants, Fairchild Challenge registration forms


G4. The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2013-14 school year is 76%. The goal is to achieve 80% in the 2014-15 school year. **1**

 G050079

G4.B1 Lack of participation and information regarding school wide academic activities by parents. **2**

 B125402

G4.B1.S1 Increase communication via website postings and Connect-ED messages to inform parents of school events. **4**

 S137282

Strategy Rationale

An increased focus on the use of technology to broadcast information regarding school wide events will better inform parents regarding activities.

Action Step 1 **5**

Post all school wide events on the school webpage.

Person Responsible

Magda Pereira

Schedule

Daily, from 10/13/2014 to 6/4/2015

Evidence of Completion

Posing of events on the school website

Action Step 2 **5**

Utilize the Connect-Ed messaging system to broadcast information to parents regarding school wide events.

Person Responsible

Niki Flamer

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Connect-Ed messaging system usage logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of school website and the Connect-Ed usage log

Person Responsible

Niki Flamer

Schedule

Quarterly, from 10/13/2014 to 6/4/2015

Evidence of Completion

School website and the Connect-Ed usage log

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review results of the school climate survey

Person Responsible

Magda Pereira

Schedule

On 8/14/2015

Evidence of Completion

School climate survey results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.	Flamer, Niki	9/23/2014	Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes	9/23/2014 one-time
G1.B4.S2.A1	Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.	Flamer, Niki	9/23/2014	Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes	9/23/2014 one-time
G1.B4.S3.A1	Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.	Flamer, Niki	9/23/2014	Professional development deliverables, agenda, sign-in sheets, session hand-outs, reflection notes	9/23/2014 one-time
G2.B3.S1.A1	Students who miss 10% or more days of school must be identified.	Collier, Courtney	10/24/2014	List of identified students	5/29/2015 quarterly

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Miami Killian Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Students who who have a GPA of less than 2.0 must be identified.	Flamer, Niki	10/24/2014	List of identified students	5/29/2015 quarterly
G2.B3.S3.A1	Students who have one or more suspension must be identified, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.	Hidalgo, Ciro	10/24/2014	List of identified students	5/29/2015 quarterly
G3.B1.S1.A1	Identify teachers teaching course appropriate to implementing the Fairchild Challenge as part of the curriculum.	Hidalgo, Ciro	10/13/2014	List of teachers	11/7/2014 one-time
G4.B1.S1.A1	Post all school wide events on the school webpage.	Pereira, Magda	10/13/2014	Posing of events on the school website	6/4/2015 daily
G1.B4.S1.A2	Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.	Flamer, Niki	9/24/2014	Lesson plans, authentic student work samples, student discourse	10/8/2014 daily
G1.B4.S2.A2	Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.	Flamer, Niki	9/24/2014	Lesson plans, authentic student work samples, student discourse	10/8/2014 daily
G1.B4.S3.A2	Develop and implement individual lessons and daily instructional activities which incorporate higher order questioning strategies of varying complexities that require students to respond both orally and in writing.	Flamer, Niki	9/24/2014	Lesson plans, authentic student work samples, student discourse	10/8/2014 daily
G2.B3.S1.A2	Students who miss 10% or more days of school will be conferenced with in small groups regarding overcoming barriers to regular school attendance.	Collier, Courtney	10/24/2014	Meeting logs, sign-in sheets, meeting agendas	5/29/2015 quarterly
G2.B3.S2.A2	Students who have a GPA of less than 2.0 will be conferenced with in small groups regarding course credit recovery options, methods for maintaining positive course grades, and strategies for ensuring successful, on-time graduation.	Weinberg, Fay	10/24/2014	Meeting logs, sign-in sheets, meeting agendas	6/4/2015 quarterly
G2.B3.S3.A2	Students who have one or more suspension will be conferenced with in small groups regarding in-school behavior, methods for maintaining positive behavior, and strategies for ensuring positive resolution to conflict.	Weinberg, Fay	10/24/2014	Meeting logs, sign-in sheets, meeting agendas	5/29/2015 quarterly
G3.B1.S1.A2	Provide teachers with all necessary information for implementing the Fairchild Challenge within the curriculum.	McGraw, Michael	11/10/2014	Meeting agenda, sign-in sheets, meeting handouts	11/26/2014 one-time
G4.B1.S1.A2	Utilize the Connect-Ed messaging system to broadcast information to parents regarding school wide events.	Flamer, Niki	10/13/2014	Connect-Ed messaging system usage logs	6/4/2015 weekly
G1.B4.S1.A3	Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through	Flamer, Niki	10/9/2014	Agendas, sign-in sheets, lesson plans, authentic student work samples, student discourse, reflection notes	11/14/2014 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.				
G1.B4.S2.A3	Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.	Flamer, Niki	10/9/2014	Agendas, sign-in sheets, lesson plans, authentic student work samples, student discourse, reflection notes	11/14/2014 daily
G1.B4.S3.A3	Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.	Flamer, Niki	10/9/2014	Classroom walkthrough logs, anecdotal notes	11/14/2014 daily
G2.B3.S1.A3	The parents of students who miss 10% or more days of school will be contacted regarding their child's school attendance, and options for increasing school attendance discussed.	Collier, Courtney	10/24/2014	Call logs	5/29/2015 quarterly
G2.B3.S2.A3	The parents of students who have a GPA of less than 2.0 will be contacted regarding their child's school grades, and options for ensuring high school graduation discussed.	Weinberg, Fay	10/24/2014	Call logs	6/4/2015 quarterly
G2.B3.S3.A3	The parents of students who have one or more suspension will be contacted regarding their child's school behavior, and strategies for assisting with school behavior discussed.	Hidalgo, Ciro	10/24/2014	Call logs	5/29/2015 quarterly
G3.B1.S1.A3	Develop a menu of incentives for students who are participating, including class grades, extra credit, and school wide recognition.	McGraw, Michael	10/13/2014	List of incentives, morning announcements	11/26/2014 weekly
G1.B4.S1.A4	Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily

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Miami Killian Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A4	Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily
G1.B4.S3.A4	Monitor the implementation of lessons developed during collaborative planning time, which include daily instructional activities that provide students with increased opportunities to practice responding to higher order questioning strategies of varying complexities both orally and in writing, for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily
G1.MA1	Disaggregation of data from Interim Assessments for the FSA in Reading and Writing, the FSA EOCs in Algebra 1 and Geometry, and the NGSSS EOCs in Biology and US History.	Pereira, Magda	11/26/2014	Data reports; data chat anecdotal notes	12/19/2014 one-time
G1.B4.S1.MA1	Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats	Pereira, Magda	11/12/2014	Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols	11/26/2014 daily
G1.B4.S1.MA1	Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily
G1.B4.S2.MA1	Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats	Pereira, Magda	11/12/2014	Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols	11/26/2014 daily
G1.B4.S2.MA1	Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily
G1.B4.S3.MA1	Review Interim Assessment data and any other pertinent progress monitoring data; Review class grades on standards quizzes and tests; FCIM; Conduct departmental data chats	Pereira, Magda	11/12/2014	Interim Assessment data; progress monitoring data; class grades; departmental data chat protocols	11/26/2014 daily
G1.B4.S3.MA1	Monitor the implementation of lessons developed during collaborative planning time for effectiveness and fidelity.	Pereira, Magda	11/12/2014	Classroom walkthrough logs, anecdotal notes	11/26/2014 daily
G2.MA1	Data from File Download Manager regarding student attendance, student grades, and school suspensions by student.	Pereira, Magda	10/24/2014	List of identified students, trend data	5/29/2015 quarterly
G2.B3.S1.MA1	Review and analyze disaggregated school wide data regarding the number of students who have missed 10% or more days of school, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.	Collier, Courtney	10/24/2014	List of identified students, trend data	5/29/2015 quarterly
G2.B3.S1.MA1	Review of identification and intervention logs with students who have missed 10% or more days of school, including disaggregated data to identify students	Collier, Courtney	10/24/2014	List of identified students, meeting agendas, sign-in sheets, call logs	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	scoring at Achievement Level 1 in Reading and/or Mathematics.				
G2.B3.S2.MA1	Review and analyze disaggregated school wide data regarding the number of students who have a GPA of less than 2.0, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.	Flamer, Niki	10/24/2014	List of identified students, trend data	5/29/2015 quarterly
G2.B3.S2.MA1	Review of identification and intervention logs with students who have a GPA of less than 2.0, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.	Flamer, Niki	10/24/2014	List of identified students, meeting agendas, sign-in sheets, call logs	5/29/2015 quarterly
G2.B3.S3.MA1	Review and analyze disaggregated school wide data regarding the number of students with one or more suspension, as well as analyzing the impact of the Action Steps on students scoring at Achievement Level 1 in Reading and/or Mathematics.	Hidalgo, Ciro	10/24/2014	List of identified students, trend data	5/29/2015 quarterly
G2.B3.S3.MA1	Review of identification and intervention logs with students who have one or more suspension, including disaggregated data to identify students scoring at Achievement Level 1 in Reading and/or Mathematics.	Hidalgo, Ciro	10/24/2014	List of identified students, meeting agendas, sign-in sheets, call logs	5/29/2015 quarterly
G3.MA1	Review student participation data	Hidalgo, Ciro	12/1/2014	List of student participants, Fairchild Challenge registration forms	4/1/2015 monthly
G3.B1.S1.MA1	Review teacher's implementation of the Fairchild Challenge curriculum and student incentives to increase participation.	Hidalgo, Ciro	12/1/2014	List of student participants, Fairchild Challenge registration forms	4/1/2015 monthly
G3.B1.S1.MA1	Ensure that identified teachers are appropriately implementing the curriculum and advertising the incentives for students participating in the Fairchild Challenge.	Hidalgo, Ciro	12/1/2014	Class grades, lesson plans, authentic work samples	4/1/2015 monthly
G4.MA1	Sign-in sheets from various school wide functions to determine attendance rates	Pereira, Magda	10/13/2014	Sign-in sheets	6/4/2015 quarterly
G4.MA2	Anecdotal conversations with parents regarding perceptions of overall school climate	Pereira, Magda	10/13/2014	Anecdotal records	6/4/2015 quarterly
G4.B1.S1.MA1	Review results of the school climate survey	Pereira, Magda	8/3/2015	School climate survey results	8/14/2015 one-time
G4.B1.S1.MA1	Review of school website and the Connect-Ed usage log	Flamer, Niki	10/13/2014	School website and the Connect-Ed usage log	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B4 Students have limited exposure to instructional activities that require higher levels of complex critical, independent, and creative thinking.

G1.B4.S1 Increase rigor and higher order thinking skills.

PD Opportunity 1

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Facilitator

Niki Flamer, Telica McQueen, Monica Canovaca

Participants

Teachers

Schedule

On 9/23/2014

PD Opportunity 2

Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.

Facilitator

Brittney Wong, Instructional Leaders

Participants

Teachers

Schedule

Daily, from 10/9/2014 to 11/14/2014

G1.B4.S2 Increase rigor and higher order thinking skills.

PD Opportunity 1

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Facilitator

Niki Flamer, Telica McQueen, Monica Canovaca

Participants

Teachers

Schedule

On 9/23/2014

PD Opportunity 2

Share and reflect upon developed lessons and daily instructional activities which incorporated higher order questioning strategies of varying complexities that required students to respond both orally and in writing. Follow up and support will be provided to the instructional staff through professional collaboration to ensure that higher order questioning strategies of varying complexities are being implemented with fidelity. Provide additional support through model lessons and/or observational classrooms.

Facilitator

Brittney Wong, Instructional Leaders

Participants

Teachers

Schedule

Daily, from 10/9/2014 to 11/14/2014

G1.B4.S3 Increase rigor and higher order thinking skills.

PD Opportunity 1

Provide professional development on higher order questioning strategies of varying complexities in lessons that require students to respond both orally and in writing.

Facilitator

Niki Flamer, Telica McQueen, Monica Canovaca

Participants

Teachers

Schedule

On 9/23/2014

G3. The percentage of students participating in the Fairchild Challenge, a STEM-related experience, in the 2013-14 school year is 20%. The goal for the 2014-15 school year is 23%.

G3.B1 Students are not motivated to participate in the STEM-related experience, the Fairchild Challenge.

G3.B1.S1 Provide incentives for students participating in the STEM-related experience, the Fairchild Challenge.

PD Opportunity 1

Provide teachers with all necessary information for implementing the Fairchild Challenge within the curriculum.

Facilitator

Michael McGraw, Science Instructional Leader

Participants

Identified Teachers

Schedule

On 11/26/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0