

School Name and Number : 7141 - Dr. Michael M. Krop Senior High School

School Performance Excellence Plan

Principal: George A. Nunez

Telephone #: _____

High School Feeder Pattern: 7141 - Dr. Michael M. Krop Senior

Region: Region II

Board District #: 3 - Dr. Michael M. Krop

Title I Budget and Waivers

— This school is receiving Title I funding and its Title I Budget is appended to this document.

— This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7141 - Dr. Michael M. Krop Senior High School

2002 School Performance Grade: A

Vision/Mission/Belief Statement(s):

VISION: The Dr. Michael M. Krop Senior High School community will provide students with a well-rounded core of knowledge and a love of learning that will prepare them for the future.

MISSION: Dr. Michael M. Krop Senior High School creates an effective learning environment in an ever-changing, technological, global society. We weave the unique elements of students, parents, staff, and business partners into a community that empowers and equips our young adults to become responsible, successful, contributing citizens in the 21st century.

Title I Schoolwide Program: No
Comprehensive School Reform Program: No
SACS Accreditation Process: Yes

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- IIc. Reduce school overcrowding.
- IId. Increase skills, knowledge, and professionalism of school staff.
- IIe. Increase the number of educationally productive partnerships with the community.
- IIf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- IIg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Dr. Michael M. Krop Senior High School

Dr. Michael M. Krop Senior High School is a comprehensive senior high school located in a predominately middle and upper middle class suburb in Northeast Miami-Dade County. The school houses a visual and performing arts Magnet program with students enrolled in art, drama, instrumental music, chorus, and dance. The school is now in its fifth year of operation and serves 3592 students. The student population is comprised of 37% White Non-Hispanic, 35% Hispanic, 24% Black Non-Hispanic, and 4% Asian/Indian/ Multiracial students.

Our school serves as a gateway to adulthood providing essential knowledge that prepares students for multiple career options and emphasizes lifelong learning. The stakeholders of our school are committed to rigorous course work and high academic standards. Therefore, with the consensus of the Educational Excellence School Advisory Council, the following five School Performance Excellence Plan objectives are proposed for the 2002-2003 school year.

Given instruction using the Sunshine State Standards, students in grade ten will increase their reading skills as evidenced by a minimum of 67 percent of students scoring at or above Achievement Level 3 on the 2003 administration of the Florida Comprehensive Assessment Test - Reading.

Given instruction using the Sunshine State Standards, students in grade ten will improve their reading skills as evidenced by an increase in the percentage of students demonstrating learning gains equal to or greater than 61 percent on the 2003 administration of the Florida Comprehensive Assessment Test - Reading.

Given school-wide attention to the factors contributing to minority and/or female participation in core honors, gifted, and Advanced Placement courses, there will be an increase in the enrollment of minority and/or female students in core honors, gifted, and Advanced Placement courses during the 2002-2003 school year as compared to the 2001-2002 school year, as documented in October FTE survey records.

Given school-wide attention to reading, library/media center usage will increase during the 2002-2003 school year as compared to the 2001-2002 school year as documented by computerized library/media center statistics.

Given school-wide attention to community service, the number of community service hours logged by seniors will increase during the 2002-2003 school year as compared to the 2001-2002 school year as documented by student community service logs and/or computer data.

Through various strategies and programs that include all education stakeholders, the objectives of Dr. Michael M. Krop Senior High School Performance Excellence Plan will be effectively addressed. This collaborative effort will empower our young adults to become responsible, contributing citizens in the future.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Dr. Michael M. Krop Senior High School provides basic educational services based on the Sunshine State Standards. In addition, we have an ESOL program with an enrollment of 325 students, and ESE program with an enrollment of 592 students including a Gifted program with an enrollment of 325 students. A Naval JROTC program was started in 2000-2001. Instruction is provided in traditional classroom settings and in special labs for programs such as engineering, drafting, graphic arts, culinary arts, business technology education, and computer sciences. A little theatre and special art rooms, dance studios, music rooms, and practice rehearsal studios are provided for the visual and performing arts Magnet program. We have numerous athletic and practice fields available for our student athletes.

Our curriculum includes classes for students in regular programs, as well as classes for honors students, gifted students, and students enrolled in more than twenty Advanced Placement courses. We have two dual enrollment programs in cooperation with Miami-Dade Community College and Florida International University. Our students take courses for college credit while pursuing their high school diplomas.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Our school vision provides students with a well-rounded core of knowledge and a love of learning that will prepare them for the future.

The mission of Dr. Michael M. Krop Senior High School is to create an effective learning environment in an ever-changing, technological, global society. We weave the unique elements of students, parents, staff, and business partners into a community that empowers and equips our young adults to become responsible, successful, contributing citizens in the twenty-first century.

Our faculty and staff hold the following core beliefs as the motivation for all endeavors undertaken by the school: Education is a critical part of the development of any society; education opens the door of opportunity for students to become productive members of society; a school-to-career philosophy is instilled throughout the curriculum to give students the tools necessary to support an adequate future and a desirable life style; faculty morale has a strong effect on the classroom environment and thereby on student achievement; an atmosphere of respect for teachers and their abilities, shared decision-making, and teamwork are necessary for successful professional relationships; students should be provided with opportunities to expand their awareness of, and experience with, current and emerging technologies.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Dr. Michael M. Krop Senior High School employs 208 full time-time staff and 68 part-time staff. The staff includes one principal, four assistant principals, 126 classroom teachers, nineteen exceptional education teachers, nine guidance counselors, two librarians, six teacher aids, twelve clerical/secretaries, twenty-two custodial service workers, and six people in various other positions. The regular program teacher pupil/student ratio is 26:1. The level of advanced education for the instructional staff is divided among the following degrees: Master's Degree (42%), Specialist Degree (7%), and Doctoral Degree (5%). Teachers have spent an average of eleven years teaching in Florida. The percentage of teachers new to the school is 14.7%.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Dr. Michael M. Krop High School was established in 1998 and is located in Northeast Miami-Dade County on 39.44 acres on the south side of the Miami-Dade/Broward County boundary at Northeast 14th Avenue. The campus was designed to be reminiscent of a small college. It is comprised of three modern, well-equipped buildings: Lightning Hall (Building 1), which is the administrative building; Thoreau Hall (Building 2), which houses the academic disciplines; and DaVinci Hall (Building 3), which houses our visual and performing arts Magnet program in addition to the auditorium, cafeteria, gymnasium, and locker rooms. The school houses approximately 1100 computers.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

A walk from the main entrance through a wide airy breezeway takes you to a large, courtyard known as the north patio. It is well landscaped and maintained through the collaborative efforts of our custodial staff. Another patio, which is more generically utilitarian in design, can be found at the south end of the campus.

Our modern cafeteria is equipped with a large professional kitchen, an outside access window concession, and a fully air-conditioned, 600-seat dining room. The cafeteria staff takes pride in the quality of service it provides to our school community.

We are particularly proud of our 900-seat auditorium. Excellent sight lines, professional lighting and sound systems, dressing rooms and shop facilities simulate a professional theatrical environment. Students enrolled in our visual and performing arts Magnet program experience the processes of set design and production, digital and film photography, and videography as well as artistic performance in this auditorium. The auditorium's utilitarian design provides flexibility in partitioning when needed to support a variety of curricular endeavors. Many community events are also scheduled into this facility. Adjacent to the auditorium is a fifty-person capacity black box theatre that is used for drama classes and rehearsals.

Our gymnasium is air conditioned, well lit, fully equipped, and boasts a built-in sound system. Capacity is a spacious 1,636-person occupancy on the playing floor and lower level of bleachers, with an additional 1,578 seats in the upper bleacher tier. Because of the comfortable accommodations, we often host a variety of local and state sports competitions. The gymnasium, which is routinely used for curricular and co-curricular activities for our students, has played host to pep rallies, the Harlem Wizards basketball team, ninth grade orientations, a regional wrestling match, and other special events.

Adjacent to the campus is a large athletic complex owned by Miami-Dade County under the auspices of the Department of Parks and Recreation which has entered into a shared use agreement with our school. Under the terms of the agreement, we are granted generous use of its football field, baseball and softball diamonds, a soccer field, and tennis courts. Home football games are played in the City of North Miami stadium located at the Florida International University (FIU) Biscayne Bay complex.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Our school adheres to a policy of nondiscrimination in educational programs, activities, and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements.

Our school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability is not tolerated.

Our school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Dr. Michael M. Krop Senior High School during the 2001-2002 school year served 3,322 students from the surrounding neighborhood, including standard curriculum students (76%), ESE students (17.8%), ESOL students (7%), and economically disadvantaged students (15%). The ethnic/racial makeup of the student population is White Non-Hispanic (37%), Black Non-Hispanic (24%), Hispanic (35%), and Asian/Indian Multicultural (4%). The mobility rate of the school is 25%.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Our students are children whose parents are doctors and lawyers, laborers and small business owners, and a few are the children of the unemployed.

Our school provides fifty-one extra curricular programs for students. The various interest, honors, service, vocational, and academy clubs boast an aggregate membership of over 2,000 students. We support thirty-one varsity and junior varsity athletic teams. Students who need additional educational support are provided with special classes, after-school tutorial programs, and Saturday school.

The PTSA and EESAC are very involved in providing goods and services for all students. During the past three years monies allotted or raised by these two groups have been expended on technology hardware, software, and cultural enhancements.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Dr. Michael M. Krop Senior High School strives to link with the community in numerous ways. Our athletic department works closely with ten booster clubs having memberships of more than 250 parents and community participants. Students in our visual and performing arts program and their parents are involved throughout the school year with local theatre groups, artists, musical groups, and orchestras.

Throughout the school year we keep our parents and the community well informed about the myriad activities that take place at the school. Weekly announcements are published in the Sunday Miami Herald and the Hallandale Digest. Currently our parents are able to access their child's grade reports via the Internet. The school's College Assistance Program counselor holds several night meetings throughout the school year to inform parents and students about the process of applying to colleges and technical schools. A Career Fair is held every year so that students are introduced to careers in business and industry. An annual College Fair is held at the school. Representatives from colleges throughout the nation make presentations and meet individually with our students. Orientation programs are conducted for parents and incoming students before the opening of school and at our feeder pattern middle school during early spring. Our parents and community leaders are very involved in every aspect of our school. Attendance at our EESAC meetings is exceptional.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The unions associated with various employee groups and the Miami-Dade School Board negotiate the benefits package offered to the faculty and staff. The package includes a choice of comprehensive health coverage as well as standard insurances and other selected benefits.

The faculty and staff are provided with their choice of numerous professional development programs provided by the District. The Teacher Education Center offers courses for credit that may be used for recertification. Both the District and the school provide funds for staff members to attend trainings, conferences, and workshops that are aligned with the goals of the school.

Outstanding contributions to the progress of the school are acknowledged over the public address system, in the school newspaper, the school's television station, and in the Miami Herald. At the end of the year, a luncheon is held for the faculty and staff at which honors and awards are given for unique contributions to the school.

Results of a SACS (Southern Association of Colleges and Schools) survey strongly show that teachers ensure that students are challenged academically; teachers are knowledgeable about their subject matter; teachers take an interest in the students' educational future; the school provides guidance for future careers; students feel safe and secure in the school. The school is clean and well maintained. The faculty and staff welcome visitors.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Dr. Michael M. Krop Senior High School enjoys a collaborative relationship with Florida International University and Miami-Dade Community College. Many of our students take courses for college credit at these institutions while still pursuing their high school diplomas. We are also part of a state of Florida sponsored

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

technology program to train students to become Cisco or Oracle certified system engineers upon graduation. We cooperate with North Miami Senior High School in offering students an after-school, seventh-period instructional program. We operate a community school in partnership with Madie Ives Elementary School and North Miami Senior High School to provide after-school child-care services and ESOL classes for the surrounding communities.

Community and business leaders, involved parents, and dedicated faculty and staff members routinely volunteer their time to assist in academic, social, and co-curricular activities. In 2001-2002, volunteers contributed 6,020 hours of their personal time to the school. The PTSA is integral to our identity as a community. The members of PTSA provided support by raising money to provide cultural enhancements. They also provided special events for teachers and students. The PTSA also disseminates school information to the community so that parents are informed about these programs.

The faculty and staff offer our students a challenging curriculum, and our students rise to meet that challenge. Because of student interest, ability, and motivation, we have eighty-seven sections of honors classes, twenty-eight sections of honors/gifted, thirty-three sections of Advanced Placement, and nine sections of Advanced Placement/gifted.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Dr. Michael M. Krop Senior High opened in 1998 with students in the ninth and tenth grades. The school added the eleventh and twelfth grades during the following two years. Our enrollment for the 2001-2002 school year is 3,322 students. We have 325 students enrolled in ESOL classes. Honors and gifted classes are included in our curriculum. Three hundred and eighty-nine students are classified as Gifted. We offer twenty Advanced Placement courses including environmental science, music theory, and psychology. Our students took 902 Advanced Placement exams with an amazing 82% scoring three and above on the exams.

We entered the prestigious Miami Herald Silver Knight Competition for the second time, and four of our students won Silver Knight awards in the areas of mathematics, social science, athletics, and vocational technical and five honorable mentions in drama, general scholarship, journalism, foreign language, and speech. Seven of our seniors are National Merit Finalists, and six are commended scholars. Because we are a new school with a great variety of educational programs, parents want their children to attend our school.

The Florida Department of Education has graded Dr. Michael M. Krop Senior High School as an "A" school. Our feeder pattern middle school also received a grade of "A." Both schools have met all the criteria mandated by the state.

3.2 Competitors

This item explores the alternate schools available to students.

The students who attend Dr. Michael M. Krop Senior High School live within the boundaries set by the Miami-Dade County School Board. In addition to the students in the feeder pattern who attend our school, the school also recruits approximately 447 students to attend our visual and performing arts Magnet program. Several private schools are near our school. They include Miami Country Day, Hillel, and the Nova University School. There are also several Magnet programs in the Miami-Dade County system such as DASH, New World School of the Arts, and MAST Academy that compete for our students.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Dr. Michael M. Krop Senior High School enjoys a collaborative system of leadership that includes representatives from all shareholders in its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and the professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

We provide an eclectic instructional program to our students. In facilitating the curriculum, input from all stakeholders is an essential part of program

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. We offer specialized tutorial programs after school and on Saturday in reading, writing, and mathematics to prepare students to meet the challenge of a rigorous curriculum and to prepare them for success on the FCAT.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Student enrollment at our school has increased each year since opening in 1998. As the parents in our district became aware of our academic strengths and variety of our courses, they withdrew their children from private schools in the vicinity and enrolled them at our school. For example, the entire eighth grade class from Sinai Academy is enrolled in the ninth grade class at our school for the 2002-2003 school year.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Analysis of data gathered from Dr. Michael M. Krop stakeholders in preparation for our 2001 SACS report show that improvement is needed in the following areas. Students will demonstrate increased competence in mathematics as evidenced by effective use of mathematics skills across the curriculum; demonstrate increased competence in language arts by effective use of language arts skills across the curriculum; demonstrate knowledge of school-to-career options and will demonstrate practical school-to-career skills; demonstrate competence in applied technology through its integration into the school-wide instructional program; and demonstrate ethical and responsible behaviors consistent with expectations in the school environment. In order to achieve these goals, all stakeholders have identified the strategies and resources that will be implemented during the five-year period.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Our faculty is probably the most cohesive, well-educated, goal-oriented team of professionals in Miami-Dade County. Members of our instructional and administrative staff are dedicated to making contributions to our field outside the classroom as well. Some teachers have served on district and state committees for textbook selection. One of our administrators has presented at a national conference. Two of our administrators have served on SACS visitation teams. And, virtually all of our professional staff are members of at least one professional organization; many hold memberships in multiple district, state, and national professional organizations. We believe in education. We model that belief through the pursuit of continuing education, the pursuit of national teacher certification, and the acquisition of advanced academic degrees.

Currently, forty-six percent of our faculty holds a Bachelor's degree; forty-two percent holds Master's degrees; seven percent holds an Educational Specialist degree, and five percent holds a Doctoral degree. In addition, we are particularly proud of the five teachers who have been awarded National Board Certification in their respective subject areas. The disaggregated ethnic data of the faculty and administrative team reveal minority representation that exceeds district requirements.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

The school was designed to house 2,550 students. Our current student population of 3,592 students far exceeds the design capacity of the school. Residential construction in the neighboring communities of Sunny Isles Beach and Aventura will impact our enrollment significantly causing our numbers to continue to rise. Student movement from local private schools to our school continues to impact our enrollment. The continued growth in our student population has necessitated the use of the auditorium as an instructional space and the conversion of existing office and storage rooms to classrooms. Population changes have also resulted in the addition of four portable classrooms and the expansion of our student parking lot.

Student performance on the Florida Comprehensive Assessment Test (FCAT) remains an area of concern for our faculty. Although our students continue to perform admirably in writing and mathematics, many students still experience problems with reading. This concern is also evident at our feeder pattern middle school and within the feeder pattern that is associated with our school.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Dr. Michael M. Krop Senior High School has identified several issues concerning challenges in process improvement. Among these are scores on the reading subtest of the Florida Comprehensive Assessment Test. In order to address this need, we created FCAT assistance classes in addition to regular English classes for those students who scored at levels one and two on the eighth grade FCAT (SSS) and the ninth grade FCAT (NRT). Data will be collected on students involved in these efforts and will be analyzed to determine the most effective method(s); these will be implemented on a larger scale. Teachers in all areas will receive training in cross-curricular pedagogy to support reading instruction in all subject areas.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Dr. Michael M. Krop Senior High School used several stakeholder surveys to determine improvement goals in educational design and support. Analysis of the data suggested several areas of improvement. Students will demonstrate increased competence in mathematics as evidenced by effective use of mathematics skills across the curriculum and demonstrate increased competence in language arts by effective use of language arts skills across the curriculum. Specialized courses and tutorial sessions have been added to the curriculum to assist students in writing, reading, and mathematics. These efforts will target students who performed at Assessment Levels 1 and 2 on the FCAT.

Further analysis of the survey data revealed that our students should demonstrate knowledge of school-to-career options and demonstrate practical school to career skills. To address these goals teachers will afford students more opportunities to become familiar with and investigate career interest areas. Additionally, teachers will integrate the competencies addressed in the SCANS Report so that students develop workplace skills and work-related behaviors.

Additionally, our students must develop further competence in applied technology. With the approval of the District, we have added courses that will prepare our students to become Cisco and Oracle certified systems engineers. Our students also need to further demonstrate ethical and responsible behaviors consistent with the SCANS Report. In order to accomplish this goal, we will work in cooperation with social service organizations within the community so that our students will increase the number of volunteer hours. Our students will also work outside the school with business and community leaders to expand their knowledge and perceptions regarding workplace ethics and behavior. Our faculty and staff will work in conjunction with the business and community members of EESAC to assist our students in meeting this goal. Our staff will also work with local organizations that have developed role model programs to assist our students in improving their interpersonal skills.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

After analyzing the data from the School Climate Survey, the technology survey, and the Survey of Goals for Student Learning, our faculty identified two additional areas that require our attention. Therefore, all our stakeholders will assist students to improve their thinking and reasoning skills as well as their personal and social responsibility skills. Specific strategies have been designed and placed in our School Performance Excellence Plan to meet these goals. All stakeholders will also be involved in building a comprehensive and ongoing professional development program that focuses on instructional improvement in student achievement.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Dr. Michael M. Krop Senior High School is determined to improve the relationships between internal and external forces particularly in relation to student performance on the Florida Comprehensive Assessment Test. Recent test scores on the reading subtest of the FCAT indicate the need for greater alignment between and among the schools within the feeder pattern. In response, we have initiated and supported the formation of vertical teams in mathematics, language arts, and foreign language to provide for common midterm and final examinations and the exchange of best practices.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

In association with our feeder pattern middle school, we have scheduled incoming ninth grade students into an additional mathematics and/or reading course based on their unsuccessful performance on the FCAT. A unique scheduling model permits our students to receive mathematics and/or language arts every day within the two-hour block schedule. In many instances, students receive instruction in each course, e.g., Algebra I and Applied Mathematics 1, from the same teacher.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

The faculty identified several issues concerning the performance improvement process for students. One of the issues relates to the student scores on the reading subtest of the FCAT. In association with our feeder pattern middle school, we have scheduled incoming ninth grade students into an additional mathematics and/or language arts course based on their unsuccessful performance on the FCAT. A unique scheduling model permits our students to receive mathematics and/or language arts every day within the two-hour block schedule. In many instances, students receive instruction in each course, e.g., Algebra I and Applied Mathematics 1, from the same teacher. data will be collected on the students involved in these efforts. The data will be analyzed to determine the most effective methods employed; these will be implemented on a larger scale. Teachers will receive training in cross-curricular pedagogy that supports reading instruction in all subject areas.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Senior High Schools)

Enrollment trends in gifted, honors, and Advanced Placement (AP) classes.

In 1999-2000, the enrollment in honors/gifted classes was 568. In 2000-2001, the enrollment in honors/gifted classes was 706, an increase of 24.3%. In 2001-2002, the enrollment in honors/gifted classes was 744, an increase of 5.4%.

In 1999-2000, the enrollment in honors non-gifted classes was 1775. In 2000-2001, the enrollment in honors non-gifted classes was 2069, an increase of 16.6%. In 2001-2002, the enrollment in honors non-gifted classes was 2453, an increase of 18.6%.

In 1999-2000, the enrollment in AP gifted classes was 98. In 2000-2001, the enrollment in AP gifted classes was 243, an increase of 147.96%. In 2001-2002, the enrollment in AP gifted classes was 219, a decrease of 9.9%.

In 1999-2000, the enrollment in AP non-gifted classes was 185. In 2000-2001, the enrollment in AP non-gifted classes was 520, an increase of 181.1%. In 2001-2002, the enrollment in AP non-gifted classes was 781, an increase of 50.2%.

Passing rate of students on the AP examination.

In 2001-2002, 438 students took 902 AP exams. The passing rate (3 or above) was 82%.

Ethnic breakdown of gifted, honors, and AP classes' enrollment as compared to the school's total population.

In 2001-2002, the enrollment in honors/gifted classes was 743 (22.4% of the school's total population of 3322). Of the total school population, Whites represented 12.97%, Blacks represented 2.86%, Hispanics represented 5.42%, and Others represented 1.11%.

In 2001-2002, the enrollment in honors non-gifted classes was 2493 (75.05% of the school's total population of 3322). Of the total school population, Whites represented 35.16%, Blacks represented 13.12%, Hispanics represented 22.67%, and Others represented 4.09%.

In 2001-2002, the enrollment in AP gifted classes was 219 (6.59% of the school's total population of 3322). Of the total school population, Whites represented 4.24%, Blacks represented 0.27%, Hispanics represented 1.75%, and Others represented 0.33%.

In 2001-2002, the enrollment in AP non-gifted classes was 741 (22.31% of the school's total population of 3322). Of the total school population, Whites represented 11.8%, Blacks represented 2.02%, Hispanics represented 7.13%, and Others represented 1.35%.

(Some statistics reflect multiple sampling.)

Recruitment procedures in place to address underrepresented groups of students in gifted, honors, and AP classes.

We have formed vertical teams in mathematics, language arts, science, and foreign language to work with our feeder pattern middle school in preparing students to accept the challenge of upper level classes. We have also developed common mid-terms and final exams for core academic areas in our middle and high schools. Counselors meet with students individually to design programs for their education.

Support mechanisms in place to assist under-achieving students in gifted, honors, and AP classes.

Teachers are always available for after-school tutorial sessions. National Honor Society and Mu Alpha Theta (Math Honor Society) provide free individualized after-school tutorial sessions for all students.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	9-10	Sep. '01
Ombudsman Educational Services, LTD	9-12	Aug. '02
Competency Based Curriculum (CBC)	9-12	Sep. '98
Comprehensive Reading Plan	9-12	Sep. '98
Gifted	9-12	Aug. '98
Saturday School/Academy	9-12	Sep. '98
Sunshine State Standards (SSS)	9-12	Aug. '98

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	9-12	Aug. '98
Gifted	9-12	Aug. '98
Ombudsman Educational Services, LTD	9-12	Aug. '02
Saturday School/Academy	9-12	Sep. '98
Sunshine State Standards (SSS)	9-12	Aug. '98

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Gifted	9-12	Aug. '98
Ombudsman Educational Services, LTD	9-12	Aug. '02
Saturday School/Academy	9-12	Sep. '98
Sunshine State Standards (SSS)	9-12	Aug. '98
Competency Based Curriculum (CBC)	9-12	Aug. '98

Science

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	9-12	Aug. '98
Sunshine State Standards (SSS)	9-12	Aug. '98
Gifted	9-12	Aug. '98
Saturday School/Academy	9-12	Sep. '98
Urban Systemic Program (USP)	9-12	Aug. '98

Other Areas

PROGRAM	=If([SubjectCode] <= 3, "GRADE"	DATE INITIATED
Oracle Academy	9-12	Aug. '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Grading for Teachers	2	Oct. 26, '01
FCAT Grading for Teachers	1	Oct. 28, '01
FCAT Grading for Teachers	1	Nov. 01, '01
FCAT Grading for Teachers	1	Nov. 14, '01
FCAT Grading for Teachers	1	Oct. 29, '01
FCAT Workshop	2	Dec. 13, '01
FCAT Workshop	1	Jan. 10, '02
Vertical Teams Training	1	Dec. 18, '01
Assess 2 Learn	2	Jan. 31, '02
Reading Workshop	1	May 20, '02
CrISS Training	30	Feb. 02, '02
CrISS Training	30	Feb. 09, '02
CrISS Training	30	Feb. 23, '02
SAT Preparation	1	Oct. 10, '01
AP Workshop	2	Oct. 05, '01
AP Workshop	1	Oct. 22, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Grading for Teachers	2	Oct. 26, '01
FCAT Grading for Teachers	1	Oct. 28, '01
FCAT Grading for Teachers	1	Nov. 01, '01
FCAT Grading for Teachers	1	Nov. 14, '01
FCAT Grading for Teachers	1	Oct. 29, '01
FCAT Workshop	2	Dec. 13, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Workshop	1	Jan. 10, '02
FCAT Writes Training	2	Oct. 26, '01
Vertical Teams Training	1	Dec. 18, '01
CrISS Training	30	Feb. 02, '02
CrISS Training	30	Feb. 09, '02
CrISS Training	30	Feb. 23, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Grading for Teachers	1	Oct. 26, '01
FCAT Grading for Teachers	1	Oct. 29, '01
FCAT Grading for Teachers	1	Oct. 30, '01
FCAT Grading for Teachers	1	Oct. 31, '01
FCAT Workshop	1	Oct. 18, '01
FCAT Workshop	1	Oct. 29, '01
FCAT Workshop	1	Oct. 31, '01
FCAT Workshop	1	Nov. 19, '01
FCAT Workshop	1	Nov. 19, '01
FCAT Workshop	1	Dec. 13, '01
FCAT Workshop	1	Jan. 10, '02
Vertical Teams Training	1	Oct. 25, '01
Vertical Teams Training	3	Nov. 08, '01
Strategies and Content in Math	3	Apr. 11, '02
Strategies and Content in Math	3	Apr. 12, '02
Strategies and Content in Math	3	Apr. 19, '02
PSAT Math	1	Apr. 16, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Algebra II Technology	1	Apr. 11, '02
Algebra II Technology	1	Apr. 12, '02
Algebra II Technology	1	Apr. 19, '02
Pacesetter Training	1	Jan. 18, '02
Pacesetter Training	1	Jan. 21, '02
Pacesetter Training	1	Jan. 22, '02
Assess 2 Learn	3	Jan. 31, '02
CISCO Training	2	May 01, '02
Math Inservice	1	May 23, '02
CrISS Training	30	Feb. 02, '02
CrISS Training	30	Feb. 09, '02
CrISS Training	30	Feb. 23, '02
AP Workshop	1	Oct. 05, '01
AP Workshop	3	Oct. 08, '01
SAT Preparation	1	Oct. 11, '01
Oracle Training	1	Oct. 01, '01

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Technology Conference	2	Nov. 01, '01
Vertical Teams Training	2	Oct. 25, '01
Technology Preparation Conference	1	Oct. 26, '01
Science Fair Workshop	2	Mar. 26, '02
CRISS Training	30	Feb. 02, '02
CRISS Training	30	Feb. 09, '02
CRISS Training	30	Feb. 23, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
AP Workshop	4	Oct. 08, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
AP Foreign Language Workshop	2	Oct. 05, '01
AP History Workshop	2	Oct. 08, '01
AP Art Workshop	2	Oct. 08, '01
AP Computer Science Workshop	1	Oct. 05, '01

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC carefully examined the school budget before a decision was made on the spending of funds allotted to the school PEP. The budget was also considered when school PEP strategies were developed. The EESAC recommended that EESAC funds be allocated for the PSAT to be taken for ninth graders and for after-school tutorials for the FCAT.

Training:

The need for staff development was a primary concern for the EESAC. This concern was articulated in the formulation of the PEP objectives and strategies.

Instructional Materials:

In reviewing the budget, the EESAC was aware of the cost of instructional materials and planned accordingly when formulating the strategies that would be necessary to implement the PEP objectives.

Technology:

In reviewing the PEP objectives, the EESAC was aware that technology is an integral part of the instructional program and that it also plays a critical role in facilitating communication among teachers. The EESAC made specific recommendations regarding the purchase of FCAT materials and computer software.

Staffing:

The EESAC was fully apprised of the staffing requirements necessary to expand the education program and to implement new educational initiatives. The EESAC made recommendations regarding the use of EESAC funds to support after-school and Saturday tutorial programs to prepare students for the FCAT.

Student Support Services:

The EESAC was aware of the critical role that counselors play in the education of students. The EESAC made specific recommendations regarding the placement of students in courses and support programs that are designed to assist students in mathematics and language arts.

School Safety and Discipline:

The EESAC was fully apprised of and participated in the formulation of the school's policies for discipline, attendance and tardies, dress code, and student parking regulations. The EESAC is also fully aware of the administration's initiatives that guarantee a safe learning environment for all stakeholders.

Other Matters of Resource Allocation:

The EESAC was fully apprised of the resources available to the school and the allocation of funds to the principal before and during the development of the PEP and the school budget.

Benchmarking:

The EESAC was directly involved in the selection of the PEP objectives and the strategies associated with their implementation and assessment.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
A	C	C	C

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	44	70	95	209
% Making Learning Gains	61	75		136
Adequate Progress of Lowest 25% in the school?	67			67
Total School Grade Points	172	145	95	412

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
2001-2002	500	445	910	82.6
2000-2001	374	355	733	73
1999-2000	151	149	276	78.3

School Data Summary: (compare the last 4 years, if available)

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
1998-1999	26	26	28	82.1

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 09

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	949	303	31	32	22	10	6	963	301	17	19	34	23	6
2000-2001	864	299						858	299					

Grade Level: 10

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	799	309	26	36	22	9	7	802	328	14	20	24	32	10
2000-2001	693	309	27	36	19	8	9	696	332	12	16	28	33	12
1999-2000	769	313	23	36	27	6	8	770	320	18	23	26	25	8
1998-1999	555	307	30	39	19	6	6	559	307	28	28	22	17	4

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 10

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	819	4.2	1	0	3	2	7	8	37	16	21	2	4
2000-2001	702	4.2	2	1	3	2	10	11	27	13	19	6	7
1999-2000	756	4.4	1	1	2	3	8	8	21	13	22	7	12
1998-1999	559	3.8	1	1	4	3	21	14	33	12	7	3	2

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	408	4.3	0	0	0	2	8	4	37	18	21	3	5
2000-2001	343	4.2	1	1	1	2	6	11	28	16	20	7	5
1999-2000	373	4.5	2	0	2	1	7	8	20	14	23	8	14
1998-1999	283	3.9	1	1	4	4	20	14	27	13	9	5	4

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	411	4.1	1	0	5	2	7	12	36	15	20	1	2
2000-2001	359	4.1	2	1	4	3	13	10	25	10	19	5	8
1999-2000	383	4.3	1	1	3	4	8	8	22	12	22	7	10
1998-1999	276	3.7	1	0	5	1	22	14	39	11	5	1	1

School Name: Dr. Michael M. Krop Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 Florida Comprehensive Assessment Test indicate that 44 percent of students have met the state required mastery level. The result also indicates that 39 percent of students are not making learning gains in reading.

Objective

Given instruction using the Sunshine State Standards, students in grade ten will increase their reading skills as evidenced by a minimum of 67 percent of students scoring at or above Achievement Level 3 on the 2003 administration of the Florida Comprehensive Assessment Test - Reading.

Definition of Adequate Progress:

Adequate progress will be accomplished if more than 44 percent of the students reach the state required mastery level.

Evaluation:

This objective will be evaluated using the data from the 2002 and 2003 Florida Comprehensive Assessment Test in Reading.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nunez, George A	Quinaz, Barbara	Baumann, Heidi			
Welker, Matthew J	Smith, Ruth	Manzini, Linda			
Rosenfield, Jean	Wills, Linda	Beauchamp, Kenneth			
Gold, Rita	Fuller, Launa	Newman, Michael			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students within each academy and/or academic discipline will spend time reading about careers, career opportunities, and career educational opportunities.	*Assistant Principal Career Placement Specialist Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
2 . Students scoring at FCAT Achievement Levels 1 and 2 will be placed in specialized courses and tutorial sessions to assist them in reading and reading practices.	*Assistant Principal Guidance Chairperson Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
3 . Teachers will emphasize the district and school reading plans which include independent and supervised reading and reading practices.	* Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
4 . Reading across the curriculum will be emphasized in all academic disciplines.	*Language Arts Chairperson All Department Chairpersons	Funds for temporary instructors	Sep. '02	Jun. '03
5 . FCAT assistance classes for ninth grade students will be paired with English I in order to facilitate daily instruction in language arts.	* Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
6 . Teachers will incorporate SCANS objectives in their lesson plans.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
7 . Teachers will incorporate collaborative and cooperative learning practices in their lesson plans.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
8 . Members of the National Honor Society and students in various English classes will sponsor the Annual Lightning Book Challenge to highlight the merits and importance of reading.	* Language Arts Chairperson NHS Sponsor	Funds for club sponsors	Sep. '02	Jun. '03
9 . Tutoring will be made available after school and on Saturdays for students experiencing difficulty in reading.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Michael M. Krop Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Reading

Aligns with District Goal #: 1

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 Florida Comprehensive Assessment Test indicate that 44 percent of students have met the state required mastery level. The result also indicates that 39 percent of students are not making learning gains in reading.

Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their reading skills as evidenced by an increase in the percentage of students demonstrating learning gains equal to or greater than 61 percent on the 2003 administration of the Florida Comprehensive Assessment Test - Reading.

Definition of Adequate Progress:

Adequate progress will be accomplished if more than 44 percent of the students reach the state required mastery level, if more than 61 percent of the students make annual learning gains, and if 50 percent of the students scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated using the data from the 2002 and 2003 Florida Comprehensive Assessment Test in Reading.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nunez, George A	Quinaz, Barbara	Baumann, Heidi			
Welker, Matthew J	Smith, Ruth	Manzini, Linda			
Rosenfield, Jean	Wills, Linda	Beauchamp, Kenneth			
Gold, Rita	Fuller, Launa	Newman, Michael			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students within each academy and/or academic discipline will spend time reading about careers, career opportunities, and career educational opportunities.	*Assistant Principal Occupational Placement Specialist Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
2 . Students scoring at FCAT Achievement Levels 1 and 2 will be placed in specialized courses and tutorial sessions to assist them in reading and reading practices.	*Assistant Principal Guidance Chairperson Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
3 . Teachers will emphasize the district and school reading plans which include independent and supervised reading and reading practices.	* Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
4 . Reading across the curriculum will be emphasized in all academic disciplines.	*Language Arts Chairperson All Department Chairpersons	Funds for temporary instructors	Sep. '02	Jun. '03
5 . FCAT assistance classes for ninth grade students will be paired with English I in order to facilitate daily instruction in language arts.	* Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
6 . Teachers will incorporate SCANS objectives in their lesson plans.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
7 . Teachers will incorporate collaborative and cooperative learning practices in their lesson plans.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
8 . Members of the National Honor Society and students in various English classes will sponsor the Annual Lightning Book Challenge to highlight the merits and importance of reading.	* Language Arts Chairperson NHS Sponsor	Funds for club sponsors	Sep. '02	Jun. '03
9 . Tutoring will be made available after school and on Saturdays for students experiencing difficulty in reading.	*Assistant Principal Language Arts Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Michael M. Krop Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Advanced Academics

Aligns with District Goal #: 1

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	()

Needs Assessment

A review of the course enrollment data indicate that minority and female student enrollment in core acadmeic courses does mirror the ethnic, gender, and racial, representation of the school.

Objective

Given school-wide attention to the factors contributing to minority and/or female participation in core honors, gifted, and Advanced Placement courses, there will be an increase in the enrollment of minority and/or female students in core honors, gifted, and Advanced Placement courses during the 2002-2003 school year as compared to the 2001-2002 school year, as documented in October FTE survey records.

Definition of Adequate Progress:

Adequate progress will be accomplished if there is an increase in the enrollment of minority and/or female students in core honors, gifted, and Advanced Placement courses.

Evaluation:

This objective will be evaluated by comparing the enrollment data of minority and/or female students in core honors, gifted, and Advanced Placement courses during the 2002-2003 and 2001-2002 school years, as documented in October FTE survey records.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nunez, George A	Smith, Ruth	Baumann, Heidi			
Welker, Matthew J	Cooper, Larry	Manzini, Linda			
Rosenfield, Jean	Fuller, Launa	Beauchamp, Kenneth			
Buncher, David	Lopez, Grace	Newman, Michael			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Teacher will continue to work with the middle school to develop vertical teams.	*Assistant Principal Chairpersons	Funds for temporary instructors	Sep. '02	Jun. '03
2 . Students in honor societies will tutor students at the middle school.	*Assistant Principal Club sponsors	Funds for club and society sponsors	Sep. '02	Jun. '03
3 . A student ambassador program will be established to assist incoming ninth grade students with subject selection.	*Assistant Principal Club sponsor Counselors	Funds for club sponsors	Sep. '02	Jun. '03
4 . Department chairs will visit classes and work with teachers at the middle school to identify and schedule students into honors courses.	*Assistant Principal Department Chairs Counselors	Funds for temporary instructors	Sep. '02	Jun. '03
5 . Coaches, club sponsors, and students will visit middle school to orient students to high school sports and activities.	*Assistant Principal Club sponsors Coaches	Funds for temporary instructors	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Dr. Michael M. Krop Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Other

Aligns with District Goal #: 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	()	()	()	()

Needs Assessment

Circulation data associated with the library/media center indicate that overall use of the facility increased 16 percent during the 2001-2002 school year; however, continued emphasis on reading and information research necessitates further improvement in this area.

Objective

Given school-wide attention to reading, library/media center usage will increase during the 2002-2003 school year as compared to the 2001-2002 school year as documented by computerized library/media center statistics.

Definition of Adequate Progress:

Adequate progress will be achieved if library/media center usage increases for the 2002-2003 school year.

Evaluation:

Computerized library/media center statistics for school years 2001-2002 and 2002-2003 will be used to evaluate this objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nunez, George A	Quinaz, Barbara	Baumann, Heidi			
Welker, Matthew J	Wills, Linda	Manzini, Linda			
Rosenfield, Jean	Fuller, Launa	Beauchamp, Kenneth			
Gold, Rita	Smith, Ruth	Newman, Michael			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Teachers and staff will provide opportunities for students to visit the library/media center to explore careers and career opportunities using both print and electronic resource materials.	*Library Media Specialist Career Placement Specialist	Funds for temporary instructors	Sep. '02	Jun. '03
2 . Library/media center staff will acquire additional print and electronic materials to support the school and district reading initiatives.	*Library Media Specialist Assistant Principal	Funds for temporary instructors	Sep. '02	Jun. '03
3 . Teachers will be encouraged to visit the library/media center to enhance their course curriculum.	*Library Media Specialist Assistant Principal	Funds for temporary instructors	Sep. '02	Jun. '03
4 . The library/media staff will publicize books and other library media to faculty, staff, and students.	*Library Media Specialist	Funds for temporary instructors	Sep. '02	Jun. '03
5 . Teachers will encourage students to visit local libraries.	Faculty	Funds for temporary instructors	Sep. '02	Jun. '03
6 . Teachers will be provided opportunities to receive staff development in the use of library/media center resources.	*Library Media Specialist Assistant Principal	Funds for temporary instructors	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Michael M. Krop Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 5 : Other

Aligns with District Goal #: 1 2

State Goal #: 3 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	()	()	()	()

Needs Assessment

Computerized data regarding community service involvement indicate that student participation increased increased 11 percent during the 2001-2002 school year; however continued emphasis on community involvement at the local and national levels necessitates further improvement in this area.

Objective

Given school-wide attention to community service, the number of community service hours logged by seniors will increase during the 2002-2003 school year as compared to the 2001-2002 school year as documented by student community service logs and/or computer data.

Definition of Adequate Progress:

Adequate progress will be accomplished if the number of community service hours logged by seniors increases for the 2002-2003 school year.

Evaluation:

Computerized community service statistics for school years 2001-2002 and 2002-2003 will be used to evaluate this objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Nunez, George A	Fuller, Launa	Baumann, Heidi			
Welker, Matthew J	Cooper, Larry	Manzini, Linda			
Rosenfield, Jean	Smith, Ruth	Beauchamp, Kenneth			
Lopez, Grace	Buncher, David	Newman, Michael			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . The faculty will become familiar with the community service graduation requirement and assist students with suggestions regarding the selection of their community service projects.	*Assistant Principal	Funds for temporary instructors	Sep. '02	Jun. '03
2 . Social studies teachers who teach American government and economics will assist twelfth grade students with the documents and procedures associated with the community service project graduation requirement.	* Social Studies Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
3 . The Student Government Association (SGA) will emphasize the importance of community service to students and provide leadership toward meeting this objective.	* SGA Sponsor	Funds for temporary instructors	Sep. '02	Jun. '03
4 . The library/media staff will provide suggestions and assistance to students seeking information about community-based service organizations.	*Head Librarian	Funds for temporary instructors	Sep. '02	Jun. '03
5 . Social studies teachers who teach ninth, tenth, and eleventh grade students will introduce students to the procedural requirements associated with the community service project and make suggestions regarding worthwhile activities.	*Social Studies Chairperson	Funds for temporary instructors	Sep. '02	Jun. '03
6 . Our school/community liason will assist students with the selection of community service projects and assist them with the procedural activities associated with the completion of the project.	*School/Community Liason	Funds for temporary instructors	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.