
SCHOOL IMPROVEMENT PLAN

2005-2006



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

FeederPattern: Dr. Michael M. Krop Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Matthew Welker

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN 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 eighth year of operation and serves 3800 students. The student population is 29% White Non-Hispanic, 27% Black Non-Hispanic, 40% Hispanic, and 4% Asian/Indian/Multiracial.

The school serves as a gateway to adulthood providing essential knowledge that prepares students for multiple career options and emphasizes lifelong learning. The stakeholders of the school are committed to rigorous coursework and high academic standards. The following eleven School Improvement Plan objectives are proposed for the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 48 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 76 percent scoring at level 3 or greater on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 50 percent scoring at level 3 or greater on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students in grade ten will meet high standards as evidenced by 93 percent scoring a 3.5 or greater on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade ten will meet high standards as evidenced by a one percentage point increase from 67 to 68 percent scoring a 3.5 or greater on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, students in grade eleven will meet high standards as evidenced by a mean scale score of 300 on the 2006 administration of the FCAT science test.

Given the need to establish a link among the school, the home, and the community, volunteers will increase their hours as evidenced by a five percent gain from 10,549 to 11,076 volunteer hours during the 2005-2006 school year.

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a five percent reduction in the number of outdoor suspensions from 673 to 641 for the 2005-2006 school year.

Given instruction based on the state computer literacy standards, all students will improve their computer skills as evidenced by a five percent increase in the number of students performing at the introductory, intermediate, and/or proficient level as documented by a school authored pre and post observational survey.

Given instruction based on the Sunshine State Standards, students in personal fitness and physical education courses will improve their physical fitness as evidenced by a five percentage point increase from 38 to 43 percent in the number of students tested on the fitnessgram.

Given instruction based on Sunshine State Standards, enrollment in Advanced Placement courses will show gains as evidenced by a five percent increase from 943 to 990 in enrollment for the 2005-2006 school year.

The school will improve its ranking on the State of Florida ROI index publication from the ninety-fifth percentile in 2003 to the ninety-sixth percentile on the next publication of the index.

Given instruction based on the Sunshine State Standards, students in grade twelve will meet high standards as evidenced by a one percentage point increase from 81 to 82 percent in the graduation rate for the 2005-2006 school year.

The information derived from the Organizational Performance Self Assessment Survey indicates that the results associated with stakeholder engagement, although one of the highest scoring areas, were based on questions that addressed the engagement of both faculty and staff. The employees felt that there is a significant need for a greater number of parents to become involved in the education of their children. As a result, this year significant steps are being taken to solicit parent involvement in school related activities such as EESAC and auxiliary organizations. The staff also felt there should be greater alignment between the school and the district with respect to strategic planning,

particularly in the area of school funding. Plans are in place to provide educational workshops to EESAC members as well as interest faculty and staff members on the topics of school-based budgeting and internal accounting.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Dr. Michael M. Krop Senior High School

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. High standards are the basis for student achievement at Dr. Michael M. Krop Senior High School. We believe that the school has a faculty and staff who are committed to high expectations for students and engages them in the learning process. The faculty and staff actively promote the involvement of parents, community organizations, and business leaders in the educational process. We invite all stakeholders to participate in the lives of our students as we fashion the future together.

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.

CORE VALUES

The core values are SPIRIT:

Service, Pride, Integrity, Respect, Initiative, and Teamwork.

School Demographics

Dr. Michael M. Krop High School was established in 1998 and is located in Northeast Miami-Dade County on thirty-nine acres on the south side of the Miami-Dade/Broward County boundary at Northeast 14th Avenue. The assigned facility capacity is allocated to serve 2,365 students. Presently, there are approximately 3800 students enrolled in the school. The facility is at 191% utilization of our permanent buildings.

The school provides instruction services based on the Sunshine State Standards. The school serves 72% standard curriculum students, 6% special education students with an inclusion rate of 48%, 13% gifted students, 10% limited English proficient students, and 21% economically disadvantaged students. The ethnic/racial makeup of the student population is 29% White Non-Hispanic, 27% Black Non-Hispanic, 40% Hispanic, and 4% Asian/Indian/Multiracial. The mobility rate is 22%.

The population is comprised of 49% males and 51% females. The enrollment in the four grade levels is as follows: ninth grade, 1092; tenth grade, 1051; eleventh grade, 861; and twelfth grade, 760. Students who need additional educational support are provided with special classes, after-school tutorial programs, and Saturday school classes. Furthermore, a Naval JROTC program was started in 2000-2001. Instruction for all students is provided in myriad classroom settings and in special labs for programs such as graphic arts, culinary arts, business technology, and computer sciences. The school provides students with a technology rich environment. A black-box theatre, specialized art rooms, a dance studio, music rooms, and rehearsal studios are provided for the Visual and Performing Arts Magnet Program. The school also has numerous athletic and practice fields available for student athletes.

The curriculum includes classes for students in general education courses as well as courses for honors, gifted, and Advanced Placement courses. Dual enrollment and virtual education programs are also available to students.

The employee complement of the school consists of 239 full-time staff and twenty-four part-time employees. The staff includes one principal, two assistant principals, 172 classroom teachers, eighteen special education teachers, eleven guidance counselors, one librarian, eight paraprofessionals, twelve clerical/secretaries, and eighteen custodial service workers.

The teacher/student ratio is 28:1. The level of education for the instructional staff is divided among the following degrees: Bachelor's Degree, 42%; Master's Degree, 46%; Specialist Degree and Doctoral Degree, 12%. The teachers have spent an average of fifteen years teaching in Florida. The teaching staff consists of 40% male and 60% female. The ethnicity of the teachers and counselors is 61% White Non-Hispanic, 18% Black Non-Hispanic, 19% Hispanic, and 2% Asian/Indian/Multiracial. The percentage of teachers new to the school is eight, and our percentage of beginning teachers is six.

School Foundation

Leadership:

Matters pertaining to how the leadership sets direction for the school, shares the mission and vision of the school ranked highest in the Leadership portion (4.3) of the Organizational Performance Self-Assessment Survey (OPSAS). As evidenced by the OPSAS, the school staff/stakeholder population affirms that the organization obeys laws and regulations and keeps them abreast of what stakeholders think is most important. Further, staff is aware of the organization's mission. Additionally, administrators utilize the organization's values to guide staff; they strive to create a work environment which allows educators to provide students with a high-quality education.

District Strategic Planning Alignment:

District Strategic Planning Alignment rated the lowest (3.9), of the seven categories on the OPSAS. Staff members feel that they are not aware of how well the school is doing financially or what its future plans are. Many people believe that the organization could do more to remove the obstacles that impede or prevent progress.

Stakeholder Engagement:

Stakeholder Engagement produced an average score of 4.4. Staff members know who the most important customers are, they maintain frequent contact with customers, and they are allowed to partake in the decision-making process to solve customer problems. The staff is highly satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work.

Faculty & Staff:

The average score regarding Faculty and Staff was 4.4. The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission is and most feel inclined to work toward accomplishing the mission and goals of the school. The school designed and implemented a year long Teacher Assistance Program designed to culture new teachers in every aspect of teaching in addition to District-sponsored orientation workshops and in-services. Professional Growth teams are also assigned to assist annual contract teachers with effective classroom teaching strategies. Annual contract teachers are observed twice, and veteran teachers are observed once during the school year utilizing the Professional Assessment and Comprehensive Evaluation System (PACES) prescribed by the District. All teachers are surveyed at intervals during the school year, and professional development workshops are tailored to meet their needs and strengthen their instruction to increase student achievement.

Data/Information/Knowledge Management:

According to the Organizational Performance Self Assessment Survey (OPSAS), staff members rated the administration's leadership skills pertaining to "measurement, analysis, and knowledge management" with a score of 4.3. "Leadership" was the top-rated category (along with measurement, analysis, and knowledge management). Generally the staff works as a team and they feel safe in the workplace.

Education Design:

Knowledge of the processes that drive the function of the school received 4.2. The staff collects information about the quality of their work and has control of the processes necessary for doing their work. The staff also feels like they have control over their work processes. The research-based school improvement model utilized by the school is the 8-Step Continuous Model (CIM), a data-driven, results-oriented improvement model that was successfully implemented by the Brazosport Independent School District in Texas. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research.

Performance Results:

The average score delineating the processes that drive the function of the school was 4.2. The staff is most satisfied that their work products meet requirements for high quality and that the organization obeys laws and regulations and behaves ethically. This year the school will target classroom management. The average over-all job satisfaction was 4.4.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2005 ninth grade Reading FCAT indicate that 34 percent of students have met the state required mastery level. In the tenth grade, Reading FCAT scores indicate that 41 percent met the state required mastery level. The combined efforts equated to 38 percent of the students meeting high standards in reading. Additional data indicate that 55 percent of the ninth and tenth grade students tested made learning gains in reading, while 61 percent of the lowest quartile also made learning gains in reading.

In the NCLB subgroups, results for the 2005 Reading FCAT indicate that all subgroups met the required 31 percent mastery level except for African Americans, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities.

Data indicate that for all ninth graders tested, the weakest area in reading is main idea/author's purpose. The strongest areas are words/phrases and comparisons. For all tenth graders tested the weakest area in reading is main idea/author's purpose. The strongest areas are words/phrases and comparisons. The lowest 25 percentile of the student population has shown continued progress in reading; however, the majority of the student population is not moving from Level 2 to 3, or from level 3 to 4, which indicates there is a need to differentiate instruction across all content and course areas. The data also indicates that many Level 1 and 2 students in grades nine and ten have a

reading stanine between 1 and 5. These students require more intensive vocabulary development with and emphasis on reading fluency. All students, regardless of assessment level, will benefit from additional vocabulary development. Additionally, students must read extensively from a variety of materials to acquire independent word learning strategies and to improve their overall reading fluency.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 48 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will meet high standards as evidenced by 44 percent scoring at level 3 or greater on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a Unitary Status Compliance Cadre to support the inclusion of minority students in honors and Advanced Placement classes.	Unitary Status Compliance Cadre Chair	8/8/05	5/24/06
Utilize PSAT data to identify potential minority students for inclusion in honors and Advanced Placement courses.	Language Arts Department Chair Student Services Department Chair Testing Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Schedule students who scored at FCAT levels 1 and 2 in reading into intensive reading.	Language Arts Department Chair Student Services Chair	8/8/05	5/24/06
Schedule intensive language arts and intensive reading courses with the same teacher.	Language Arts Department Chair Student Services Chair	8/8/05	5/24/06
Provide guided reading in each course and content area.	Language Arts Department Chair Student Services Chair	8/8/05	5/24/06
Provide small group guided reading and language arts instruction to students a minimum of twice a week at after school tutorials and on Saturdays.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Schedule eleventh and twelfth grade students who have not passed the FCAT into specific English	Language Arts Department Chair Student Services Chair	8/8/05	5/24/06

and language arts courses.	Assistant Principal for Curriculum		
Continue the use of writing strategies in all course and content areas.	Language Arts Department Chair Student Services Chair	8/8/05	5/24/06
Increase the percentage of Students with Disabilities in the inclusion classes.	Language Arts Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Provide differentiated instruction in reading through the language arts and ESE classes with an instructional rotational model and pull-out model, focusing on students' specific needs.	Language Arts Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Provide differentiated instruction in reading in language arts, ESOL, and specialized education courses.	Language Arts Department Chair Student Services Department Chair Special Education Program Specialist Special Education Department Chair ESOL Department Chair	8/8/05	5/24/06
Provide teachers with assessment data to enable them to differentiate instruction.	Language Arts Department Chair Student Services Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Conduct on-going leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.	Language Arts Department Chair Student Services Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue the peer-to-peer tutorial program in language arts after school	Language Arts Department Chair Student Services Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Utilize effective learning strategies, and CRISS techniques such as learning logs, Role Audience Focus Topic (RAFT), Spool Papers, and Adjectives in Detail.	ESOL Department Chair Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Identify Students with Disabilities in grades nine and ten who scored a reading FCAT developmental scale score of 1850 or greater and provide targeted instructional and tutorial assistance weekly.	Language Arts Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Identify economically disadvantaged students in grades nine and ten who scored a reading FCAT developmental scale score of 1850 or greater and provide targeted instructional and tutorial assistance weekly.	Assistant Principal for Curriculum	8/8/05	5/24/06
Identify African American students in grades nine and ten who scored a reading FCAT developmental scale score of 1850 or greater and provide targeted instructional and tutorial assistance weekly.	Gifted Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06

Identify Limited English Proficient students in grades nine and ten who scored a reading FCAT developmental scale score of 1850 or greater and provide targeted instructional and tutorial assistance weekly.	ESOL Department Chair Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
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Research-Based Programs

Research-based Programs: reading and language arts text, McDougal Littell; and Read 180 to diagnose, remediate, enrich, and monitor student reading achievement.

Professional Development

Provide in-service training and assistance to allow teachers an opportunity to download their students' scores in reading. Follow-up professional development will enable teachers to differentiate instruction and align curricula in conjunction with their pacing guides. Additional professional development will be provided in the areas of reading and creating independence through student-owned strategies (CRISS).

Evaluation

Utilize 2006 FCAT reading scores, district approved reading assessments, oral reading fluency probe scores, and diagnostic assessment of reading to analyze students' specific needs.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2005 ninth grade mathematics FCAT indicate that 69 percent of students have met the state required mastery level. In the tenth grade, mathematics FCAT scores indicate that 70 percent met the state required mastery level. The combined efforts equated to 74 percent of the students meeting high standards in mathematics. Additional data indicate that 78 percent of the ninth and tenth grade students tested made learning gains in mathematics.

In the NCLB subgroups, results for the 2005 mathematics FCAT indicate that the subgroups met the required mastery level except for Students with Disabilities.

Data indicate that for all ninth graders tested, the weakest areas in mathematics are Measurement at 43 percent and Geometry and Spatial Sense at 55 percent. The strongest area is Algebraic Thinking at 70 percent. For all tenth graders tested, the weakest areas in mathematics are Geometry and Spatial Sense at 35 percent and Measurement at 40 percent. The strongest areas are Number Sense at 58 percent and Algebraic Thinking at 50 percent.

The lowest 25 percent of the student population has shown continued progress in mathematics; however, the majority of level 2 students are not moving to Level 3. There is a need to provide differentiated instruction in specific course and content areas. An analysis of data indicates that most Level 1 and 2 students in grades nine and ten have a

mathematics stanine between 1 and 5; therefore, these students require intervention to acquire greater strength in Geometry and Spatial Sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 76 percent scoring at level 3 or greater on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 50 percent scoring at level 3 or greater on the 2006 administration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule students who scored at FCAT levels 1 and 2 in mathematics into mathematics applications.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Schedule Algebra I and mathematics applications with the same teacher.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide small group guided mathematics instruction to students a minimum of twice a week at after school tutorials and on Saturdays.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Schedule eleventh and twelfth grade students who have not passed the FCAT into specific mathematics courses.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Implement the use of writing strategies in the tenth grade math classes.	Mathematics Department Chair Student Services Department Chair	8/8/05	5/24/06
Maintain a Unitary Status Compliance Cadre to support the inclusion of minority students in honors and Advanced Placement classes.	Unitary Status Compliance Cadre Chair	8/8/05	5/24/06
Provide differentiated instruction in mathematics and specialized education courses.	Mathematics Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Utilize PSAT data to identify potential minority students for inclusion in honors and Advanced Placement courses.	Mathematics Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	8/8/05	5/24/06
Increase the number of mathematics inclusion classes from two to three; these classes include Algebra I, geometry, and Algebra II.	Mathematics Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06

Increase the percentage of Students with Disabilities in inclusion classes.	Mathematics Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Continue to support curriculum alignment and calibration among Algebra I and geometry courses at the middle and senior high school levels.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide students with performance-based activities in small group settings, incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Mathematics Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/8/05	5/24/06
Provide teachers with assessment data to enable them to differentiate instruction.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Conduct on-going leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.	Mathematics Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue the peer-to-peer tutorial program in mathematics after school	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06

Research-Based Programs

Glencoe, and McDougal Littell mathematics textbooks for core classes in the recent state adoption cycle.

Professional Development

Provide in-service training and assistance to allow teachers an opportunity to download their students' scores in reading. Follow-up professional development will enable teachers to differentiate instruction and align curricula in conjunction with their pacing guides. Additional professional development will be provided in the areas of mathematics and creating independence through student-owned strategies (CRISS).

Evaluation

Utilize 2006 FCAT mathematics scores and district approved mathematics assessments to analyze students' specific needs.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

All Dr. Michael M. Krop Senior High School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

The 2005 data indicate that 88 percent of the students in grade ten scored from 3.5 to 6 on expository writing, while 12 percent of the tenth grade students scored between 0 and 3. In persuasive writing, 96 percent of students scored from 3.5 to 6, while 4 percent of the students scored from 0 to 3.

The above data indicate that students increased their performance in expository writing by three percentage points, and increased their performance in persuasive writing by ten percentage points.

The 2005 data indicate that 93 percent of the students in grade ten made adequate yearly progress. The following subgroups also experienced percentage increases: African American students, Economically Disadvantaged students and Limited English Proficient students. The data also indicate that 67 percent of Students with Disabilities scored a 3.5 or greater.

Analysis of this data shows that students continue to need to practice expository writing. They also need to practice writing skills that encompass focus, organization, support, and conventions. Practice should include writing extended responses in core and content area courses. Although persuasive writing scores showed improvement, students need to practice persuasive writing models.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will meet high standards as evidenced by 93 percent scoring a 3.5 or greater on the 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade ten will meet high standards as evidenced by a one percentage point increase from 67 to 68 percent scoring a 3.5 or greater on the 2006 administration of the FCAT writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a Unitary Status Compliance Cadre to support the inclusion of minority students in honors and Advanced Placement classes.	Unitary Status Compliance Cadre Chair	8/8/05	5/24/06
Utilize PSAT data to identify potential minority students for inclusion in honors and Advanced Placement courses.	Language Arts Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	8/8/05	5/24/06
Expand the use of writing strategies across the curriculum.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Implement teacher-directed lessons which include sentence expansions, one sentence summaries, self evaluations, peer-editing, learning logs, journals, and weekly focus lessons in writing.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Language Arts Department Chair	8/8/05	5/24/06
Utilize both narrative and expository prompts to evaluate growth through pre and post writing assessments.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide differentiated instruction in reading in language arts, ESOL, and specialized education courses.	Language Arts Department Chair ESOL Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue the use of writing strategies in all course and content areas.	Language Arts Department Chair	8/8/05	5/24/06
Explore the use of writing clinics and the development of specialized reports and essays.	Language Arts Department Chair	8/8/05	5/24/06
Provide teachers with assessment data to enable them to differentiate instruction.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Conduct on-going leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06

practices.			
Increase the percentage of Students with Disabilities in inclusion classes.	Language Arts Department Chair Special Education Program Specialist Special Education Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide differentiated instruction in writing through the language arts and special education classes with an instructional rotational model and pull-out model, focusing on students' specific needs.	Language Arts Department Chair Special Education Program Specialist Special Education Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Utilize effective learning strategies, and CRISS techniques such as learning logs, Role Audience Focus Topic (RAFT), Spool Papers, and Adjectives in Detail.	Language Arts Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06

Research-Based Programs

Instruct through McDougal Littell.

Professional Development

Provide in-service training and assistance to allow teachers an opportunity to download their students' scores in writing. Follow-up professional development will enable teachers to differentiate instruction and align curricula in conjunction with their pacing guides. Additional professional development will be provided in the areas of mathematics and creating independence through student-owned strategies (CRISS).

Evaluation

Utilize 2006 FCAT writing scores and district approved writing assessments to analyze students' specific needs.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results of the 2005 eleventh grade Science FCAT indicate that students scored an average mean scale score of 295. This is one point higher than the mean scale score of 294 with the same student population tested in 2004 as tenth graders. No achievement level has been set for this test. Student performance in Scientific Thinking indicates 64 percent mastery. Student performance in Physical and Chemical Science remained equal to the state mastery level of 43 percent. Student performance in Environmental Science remained equal to the state mastery level of 40 percent; however, this represents a decrease from the 55 percent mastery level achieved in Life and Environmental Science. Student performance in Earth and Space Science decreased from 55 percent in 2004 to 45 percent in 2005. The NCLB subgroups have not been disaggregated for the FCAT Science Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eleven will meet high standards as evidenced by a mean scale score of 300 on the 2006 administration of the FCAT science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a Unitary Status Compliance Cadre to support the inclusion of minority students in honors and Advanced Placement classes.	Unitary Status Compliance Cadre Chair	8/8/05	5/24/06
Utilize PSAT data to identify potential minority students for inclusion in honors and Advanced Placement courses.	Science Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	8/8/05	5/24/06
Implement and utilize a scope and sequence that will integrate Physical Science and Scientific Thinking benchmarks throughout the biology and earth/space science curriculum.	Science Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Monitor classroom instruction through lesson plans, benchmark assessments, and district-approved assessments.	Science Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide remediation in science as indicated by the data provided by benchmark assessments.	Science Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue to implement a science fair research project for students in earth/space science and biology.	Science Department Chair	8/8/05	5/24/06
Continue to conduct weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science Department Chair	8/8/05	5/24/06
Increase the use of process skills through group work in writing, technology, and inquiry-based activities in science classes.	Science Department Chair	8/8/05	5/24/06
Plan and implement the science brain bowl competition for all ninth and tenth grade science students.	Science Department Chair	8/8/05	5/24/06
Continue the use of science resource guides in all ninth and tenth grade science courses.	Science Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Utilize reciprocal teaching techniques to increase student comprehension of written material.	Science Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Implement classroom activities and project-based	Science Department Chair	8/8/05	5/24/06

learning, which include laboratories, cooperative grouping, and problem solving strategies.	Assistant Principal for Curriculum		
Provide teachers with assessment data to enable them to differentiate instruction.	Science Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue the peer-to-peer tutorial program in science after school.	Science Department Chair	8/8/05	5/24/06

Research-Based Programs

The ninth grade Earth/Space Science Program published by Prentice Hall and the tenth grade Biology Program published by Prentice Hall.

Professional Development

Provide in-service training and assistance to allow teachers an opportunity to download their students' scores in writing. Follow-up professional development will enable teachers to differentiate instruction and align curricula in conjunction with their pacing guides. Additional professional development will be provided in the areas of mathematics and creating independence through student-owned strategies (CRISS).

Evaluation

Utilize 2006 FCAT science scores and district approved science assessments to analyze students' specific needs.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The school will expand the number of opportunities among stakeholders to strengthen its link to the community.

Needs Assessment

Many parents are actively involved in their children’s academic and extracurricular life. There is a significant group of volunteers that contribute directly to the school. In the 2004-2005 school year, the school compiled 10,549 volunteer hours. There is a need to expand the types and number of opportunities for stakeholders to interact on behalf of students. There is also a need to expand the participation of males and minorities in school governance and allied affiliated organizations.

The school must continue to extend a welcoming hand to parents by offering informational sessions to those families that are new to the country or new to Miami-Dade County Public Schools.

Measurable Objective

Given the need to establish a link among the school, the home, and the community, volunteers will increase their hours as evidenced by a five percent gain from 10,549 to 11,076 volunteer hours during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand the opportunities for stakeholders to participate in both co and extracurricular activities.	PTSA President EESAC Chair Athletic Director Activities Director	8/8/05	5/24/06
Provide a Senior Parent Night Program and Junior Parent Night Program for stakeholders.	Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Continue to encourage communication and dialogue among stakeholders.	PTSA President EESAC Chair	8/8/05	5/24/06
Provide opportunities for stakeholders to participate in workshops and informational sessions.	PTSA President EESAC Chair	8/8/05	5/24/06
Continue to support the Parent Teacher Student Association.	PTSA President EESAC Chair	8/8/05	5/24/06
Implement a Bilingual Parent Outreach Program.	ESOL Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Provide strategies for stakeholders to support reading, mathematics, writing, and science achievement at home.	Assistant Principal for Curriculum Science Department Chair Mathematics Department Chair Language Arts Department Chair	8/8/05	5/24/06
Expand the opportunities for stakeholders to recognize and acknowledge the achievements of students and student-athletes.	Athletic Director Activities Director	8/8/05	5/24/06

Research-Based Programs

The National PTA Standards for Parent Family Involvement Program

Professional Development

Parents, as well as other stakeholders, will be offered numerous opportunities to receive information and training regarding the operational and instructional components of campus life.

Evaluation

2005-2006 Volunteer Hour Logs

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to increase their compliance to school rules on discipline and safety.

Needs Assessment

A review of the data associated with the Student Case Management System indicate there is a need for improvement in student behavior. The data indicate that for the 2004-2005 school year, the number of outdoor suspensions, 673, indicate a need to reduce causative behavior that precipitates the removal of a student from school. There is a need to investigate and implement a variety of alternatives to suspension to effect a reduction in the number of suspensions.

Measurable Objective

Given instruction based on the Code of Student Conduct, all students will improve their behavior as evidenced by a five percent reduction in the number of outdoor suspensions from 673 to 641 for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review and reinforce existing discipline program.	EESAC Chair	8/8/05	5/24/06
Continue the comprehensive student services program to reduce the number of truancies and case management referrals.	Student Services Department Chair	8/8/05	5/24/06
Continue to support the Peer Mediation and the Student Court Program.	TRUST Counselor Social Studies Department Chair	8/8/05	5/24/06
Provide incentives to students who consistently comply with attendance and behavior codes.	PTSA President EESAC Chair	8/8/05	5/24/06
Provide information and education to teachers regarding attendance and discipline.	Assistant Principal for Curriculum Assistant Principal for Operations SCSI Instructor	8/8/05	5/24/06
Seek alternatives to suspension to allow for instructional continuity.	Student Services Department Chair	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow greater opportunities for stakeholders to participate in the maintenance of school discipline.

Evaluation

Student Case Management report

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to increase their literacy in technology.

Needs Assessment

The consistent and rapid development of technology, particularly as it relates to computer hardware and software, creates enormous challenges for the faculty and students. The realities of the technical acquisition and training associated with the use of sophisticated hardware and software have hampered the ability of teachers to remain aggressive in this area. There is a need for the development of a comprehensive hardware and software replacement program in conjunction with a robust in-service program for teachers and staff.

Measurable Objective

Given instruction based on the state computer literacy standards, all students will improve their computer skills as evidenced by a five percent increase in the number of students performing at the introductory, intermediate, and/or proficient level as documented by a school authored pre and post observational survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design and implement a student and staff technology proficiency survey.	Technology Mentor	8/8/05	5/24/06
Provide professional development opportunities to teachers and students that include resources to support the use of technology in lifelong learning.	Technology Mentor Department Chairs	8/8/05	5/24/06
Seek opportunities to survey out-dated computers and software to families in need.	Assistant Principal for Operations	8/8/05	5/24/06
Identify a technology mentor who will provide assistance and in-service training.	Principal	8/8/05	5/24/06
Evaluate current professional practice and emerging technology to support student learning.	Technology Mentor	8/8/05	5/24/06
Model and teach legal and ethical practice related to technology use.	Technology Mentor Assistant Principal for Curriculum	8/8/05	5/24/06
Apply technology resources to enable and empower learners of varied backgrounds, characteristics, and abilities in a manner that affirms diversity.	Department Chairs	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow teachers an opportunity to improve their computer literacy skills.

Evaluation

The results of the school authored pre and post observational survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to meet state standards in the areas of health and personal fitness.

Needs Assessment

Current research and information released by the Centers for Disease Control indicate that more than 75 percent of high school age children nationally are obese to morbidly obese resulting in higher incidences of diabetes and heart-related illnesses. The current assessment tools used by educators to determine health and physical fitness do not represent a comprehensive picture of student health. For the 2004-2005 school year, 38 percent of students were tested on the fitnessgram. There is an overall need to provide greater emphasis and instruction in the areas of health, personal fitness, and nutrition, so students may lead healthier and more active lives. More emphasis must be given to the incidents of infection and infection rates among students and staff in an effort to improve overall attendance and health.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in personal fitness and physical education courses will improve their physical fitness as evidenced by a five percentage point increase from 38 to 43 percent in the number of students tested on the fitnessgram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Seek opportunities to provide students and staff with additional health and personal fitness activities.	Physical Education Department Chair	8/8/05	5/24/06
Provide incentives to students who demonstrate exceptional school and class attendance.	PTSA President EESAC Chair	8/8/05	5/24/06
Implement an aggressive school-wide hand washing and sanitation program with Dade Partners	Assistant Principal for Curriculum Department Chairs	8/8/05	5/24/06
Analyze current vending machine operation and food item variety.	Assistant Principal for Operations Food Service Manager	8/8/05	5/24/06
Solicit student recommendations regarding food items in vending machine.	Student Government Association President	8/8/05	5/24/06
Analyze cafeteria menu options.	Assistant Principal for Operations Food Service Manager	8/8/05	5/24/06
Promote school-wide fitness and nutrition.	Physical Education Department Chair	8/8/05	5/24/06
Encourage parents to become more involved in the health and personal fitness of their children.	PTSA President EESAC Chair	8/8/05	5/24/06
Continue to seek and implement ways to improve the sanitation within restrooms.	Assistant Principal for Operations Head Custodian	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service opportunities for parents, students, and staff to learn about current information about health and personal fitness.

Evaluation

2006 Fitnessgram results

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to pursue extra and co-curricular electives that align with their post-secondary educational plans and/or career interests.

Needs Assessment

A review of the current curricular elective course offerings indicates that although students have general access to elective courses, those students who are assessed at FCAT level 1 or 2 in language arts and/or mathematics cannot pursue electives either in their career interest area or those offered in the Advanced Placement program. Enrollment for the 2004-2005 school year in Advanced Placement courses was 943 (includes duplicated counts). Students have the opportunity when and where available to take an extensive array of classes during seventh period or through adult education. Although significant effort has been made to improve the participation of females and minorities in upper division and Advanced Placement courses, special interest must be given to specific minority populations. Data to be reported.

Measurable Objective

Given instruction based on Sunshine State Standards, enrollment in Advanced Placement courses will show gains as evidenced by a five percent increase from 943 to 990 in enrollment for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand opportunities for students to pursue elective courses after school through seventh period or through adult education.	Assistant Principal for Curriculum Assistant Principal for Community Education	8/8/05	5/24/06
Analyze current student participation in electives and extra and co-curricular activities.	Assistant Principal for Curriculum Assistant Principal for Operations Student Services Department Chair	8/8/05	5/24/06
Provide greater emphasis on the selection of minority and female populations for upper division and Advanced Placement courses.	Student Services Department Chair	8/8/05	5/24/06
Continue to support the efforts of the Unitary Status Compliance Cadre to support the inclusion of minority students in honors and Advanced Placement classes.	Advanced Placement Coordinator	8/8/05	5/24/06
Provide additional opportunities for teachers to participate in the Advanced Placement program.	Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Utilize PSAT data to identify potential minority students for inclusion in honors and Advanced Placement courses.	Testing Chair Student Services Department Chair Advanced Placement Coordinator	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow greater opportunities for teachers to become involved in the Advanced Placement Program and participate in the selection of students for upper division and Advanced Placement courses.

Evaluation

Enrollment within the master schedule

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

The school will rank at or above the ninetieth percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data issued by the Florida Department of Education in 2003 indicates that the school is ranked at the ninety-fifth percentile on the State of Florida ROI index. The 2005 Annual Report Card indicates the school is in the middle third of all high schools in the state in money spent per student as well as student learning gains. These two indicators relate money spent at the school level with student performance, allowing observers to evaluate the efficacy of financial and instructional practices. There is a need to conduct concurrent analyses regarding student learning gains and expenditures to effect a greater return on investment.

Measurable Objective

The school will improve its ranking on the State of Florida ROI index publication from the ninety-fifth percentile in 2003 to the ninety-sixth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze FCAT data to determine overall as well as specific student learning gains.	Assistant Principal for Curriculum Assistant Principal for Operations	8/8/05	5/24/06
Evaluate student learning gains in relation to school expenditures to formulate an annual return on investment.	EESAC Chair	8/8/05	5/24/06
Provide an inservice session to EESAC members on school-based budgeting.	EESAC Chair	8/8/05	5/24/06
Conduct an analysis of school-based expenditures.	EESAC Chair	8/8/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	EESAC Chair	8/8/05	5/24/06
Collaborate with the district on resource allocation.	Principal	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volume networks.	EESAC Chair Principal	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow greater opportunities for stakeholders to understand the theoretical and operational elements of return on investment.

Evaluation

On the next State of Florida ROI index publication, the school will show progress toward reaching the ninety-sixth percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to meet state standards to receive a high school diploma.

Needs Assessment

Current statistics regarding graduation and dropout rates indicate that 81 percent of students graduated with a standard diploma and pursued post-secondary educational opportunities for the 2004-2005 school year. Although the school enjoys much success with respect to graduation rate, there is a need to examine the attrition and dropout rates evident in grades nine through twelve. Particular emphasis must be given to those students who leave high school for no known reason.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade twelve will meet high standards as evidenced by a one percentage point increase from 81 to 82 percent in the graduation rate for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze graduation and dropout rate statistics.	EESAC Chair	8/8/05	5/24/06
Continue to interview and track students who leave high school.	Career Specialist College Assistance Program Advisor	8/8/05	5/24/06
Continue to provide alternative educational opportunities to students who experience difficulty with the traditional high school environment.	Student Services Department Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Review career education programs/academies with the school community.	Career Specialist EESAC Chair	8/8/05	5/24/06
Research community partnerships associated with career/academy theme.	Career Specialist	8/8/05	5/24/06
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Career Specialist EESAC Chair Assistant Principal for Curriculum	8/8/05	5/24/06
Implement a comprehensive articulation plan.	Assistant Principal for Curriculum Department Chairs	8/8/05	5/24/06
Develop a master schedule to accommodate the required courses for the career academy or small learning community.	Assistant Principal for Curriculum	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training and assistance to allow greater opportunities for EESAC members to analyze graduation and dropout rates.

Evaluation

2006 Florida Department of Education Annual Report Card.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC carefully examined the school budget before a decision was made on the spending of funds allotted to the SIP. The budget was also considered when SIP 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 SIP 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 are necessary to accomplish the SIP objectives.

Technology:

In reviewing the SIP 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 stakeholders. The EESAC made specific recommendations regarding the purchase of library materials including computers through the district's media matching funds program.

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 school 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 concurred with staff recommendations regarding the placement of students in courses and support programs that are designed to assist students in mathematics and language arts.

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.

Benchmarking:

The EESAC was fully apprised of the SIP objectives and the strategies associated with their implementation and assessment.

School Safety & Discipline:

The ESSAC was fully apprised of the district and school policies regarding student discipline and attendance. The ESSAC was also apprised of the administration's initiatives to promote a safe and effective learning environment for all stakeholders.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent