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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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## *Dr. Michael M. Krop Senior High School*

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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 ninth 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 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students performing in lowest quartile in grades nine and ten will demonstrate adequate progress as evidenced by 63 percent making annual learning gains on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

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 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students performing in lowest quartile in grades nine and ten will demonstrate adequate progress as evidenced by 50 percent making annual learning gains on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, The lowest performing students in grades nine and ten will meet high standards as evidenced by 50 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

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 2007 administration of the FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, students in grade eleven will meet high standards as evidenced by an increase from 34 percent to 59 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Science Assessment.

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 11,076 to 11,630 volunteer hours during the 2006-2007 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 313 to 297 for the 2006-2007 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 50 to 55 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 998 to 1048 in enrollment for the 2006-2007 school year.

The school will improve its ranking on the State of Florida ROI Index publication from the ninety-second percentile in 2005 to the ninety-third 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 93 to 94 percent in the graduation rate for the 2006-2007 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 interested 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 provides students with a well-rounded core of knowledge and a love of learning that prepares them for the future. High standards are the basis for student achievement at Dr. Michael M. Krop Senior High School. We are committed to high expectations, we engage 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

We educate all students in a safe, nurturing, challenging environment that empowers them to become ethical, well-rounded individuals who are lifelong learners and productive members of the global community.

### CORE VALUES

The core values are SPIRIT:

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

## *School Demographics*

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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 3,750 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, 1088; tenth grade, 909; eleventh grade, 858; and twelfth grade, 850. 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. 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. 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-six part-time employees. The staff includes one principal, four assistant principals, 172 classroom teachers, eighteen special education teachers, eleven guidance counselors, two librarians, eight paraprofessionals, thirteen 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 39% male and 61% 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 eight.

# *School Foundation*

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## ***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 (OPIS). As evidenced by the OSPAS, 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 OPIS. 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 (OPIS), 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 2006 ninth grade Reading FCAT indicate that 43 percent of students have met the state required mastery level. In the tenth grade, Reading FCAT scores indicate that 39 percent met the state required mastery level. The combined efforts equated to 41 percent of the students meeting high standards in reading. Additional data indicate that 59 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 2006 Reading FCAT indicate that one subgroup met the required 44 percent mastery level while the African Americans, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities did not meet the specified criteria.

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

reading stanines between 1 and 5. These students require more intensive vocabulary development with an emphasis on reading fluency. All students, regardless of assessment level, will benefit from additional vocabulary development. Additionally, students will 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students performing in lowest quartile in grades nine and ten will demonstrate adequate progress as evidenced by 63 percent making annual learning gains on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will meet high standards as evidenced by 51 percent scoring at level 3 or greater on the 2007 administration of the FCAT Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Language Arts Department Chair Student Services Department Chair Testing Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide individualized language arts and/or reading assistance to eleventh and twelfth grade students who have not passed the FCAT.	Language Arts Department Chair Student Services Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide teacher professional development sessions using CRISS to increase the use of reading and language arts strategies in all content areas.	Language Arts Department Chair Student Services Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District-wide literacy plan	\$1500.00

Fund a seventh period humanities course to prepare and support the participation of minority students in honors and Advanced Placement classes.	Principal Unitary Status Compliance Cadre Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$10000.00
Utilize FCAT data to identify specific student sub-groups to provide differentiated instruction in language arts and/or reading through pull-out, after-school, Saturday, and peer-to-peer tutorial sessions using Reading Plus.	Language Arts Department Chair Assistant Principal for Curriculum Special Education Program Specialist Special Education Department Chair	8/14/06	5/30/07	Inclusion	\$20000.00

## Research-Based Programs

- McDougal Littell
- Read 180
- Reading Plus!

## Professional Development

- Student Performance Indicators
- Impacting Instruction through Data Analysis
- Pacing Guides
- Reading strategies
- CReating Independence through Student-owned Strategies (CRISS)
- Reading Plus!
- FCAT Explorer
- EduSoft

## Evaluation

- 2007 FCAT Reading Assessment
- Teacher-generated assessments
- Interim assessments
- McDougal Littell assessments

## 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 2006 ninth grade FCAT Mathematics Assessment indicate that 62 percent of students have met the state required mastery level. In the tenth grade, mathematics FCAT scores indicate that 71 percent met the state required mastery level. The combined efforts equated to 71 percent of the students meeting high standards in mathematics. Additional data indicate that 75 percent of the ninth and tenth grade students tested made learning gains in mathematics.

In the NCLB subgroups, results for the 2006 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 strands in mathematics were Measurement and Geometry and Spatial Sense, 43 percent and 45 percent meeting high standards respectively. The strongest strands were Number Sense and Geometry and Spatial Sense at 63 and 60 percent respectively. For all tenth graders tested, the weakest strands in mathematics were Measurement and Algebraic Thinking, 40 percent and 43 percent meeting high standards respectively. The strongest strands were Number Sense at 64 percent and Geometry and Spatial Sense 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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 checked="" 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 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students performing in lowest quartile in grades nine and ten will demonstrate adequate progress as evidenced by 50 percent making annual learning gains on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, The lowest performing students in grades nine and ten will meet high standards as evidenced by 50 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will meet high standards as evidenced by 56 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Mathematics Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide individualized mathematics assistance to eleventh and twelfth grade students who have not passed the FCAT.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Fund a seventh period humanities course to prepare and support the participation of minority students in honors and Advanced Placement classes.	Principal Unitary Status Compliance Cadre Chair Assistant Principal for Curriculum Student Services Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize FCAT data to identify specific student sub-groups to provide differentiated instruction in mathematics through pull-out, after-school, Saturday, and peer-to-peer tutorial sessions that will be monitored through teacher-generated assessments.	Mathematics Department Chair Student Services Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	Continuous Improvement Model	\$20000.00
Provide teacher professional development sessions to encourage the use of manipulatives, problem-solving, critical thinking, real-life applications, and technology in all content areas.	Mathematics Department Chair Assistant Principal for Curriculum	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

- Glencoe
- McDougal Littell

## **Professional Development**

- Pacing guides
- Impacting Instruction through Data Analysis
- CReating Independence through Student-owned Strategies (CRISS)
- FCAT Test Item Specifications
- EduSoft

## **Evaluation**

- 2007 FCAT Mathematics Assessment
- Interim Assessments
- Teacher-generated assessments
- Glencoe and McDougal Littell assessments



## 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 2006 data indicate that 88 percent of the students in grade ten scored between 3.5 and 6 on expository writing, while 12 percent of the tenth grade students scored between 0 and 3. In persuasive writing, 84 percent of students scored between 3.5 and 6, while 16 percent of the students scored between 0 and 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 2006 data indicate that 94 percent of the students in grade ten made adequate yearly progress. The data also indicate that 66 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 checked="" type="checkbox"/>	<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 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 2007 administration of the FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Language Arts Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide teacher professional development sessions that focus on 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	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize FCAT data to identify specific student sub-populations to provide differentiated instruction in writing through pull-out, after-school, Saturday, and peer-to-peer tutorial sessions to be monitored through teacher-generated prompts.	Language Arts Department Chair ESOL Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$20000.00
Offer a seventh period humanities course, funded through Adult Education, to prepare and support the participation of minority students in honors and Advanced Placement classes.	Principal Unitary Status Compliance Cadre Chair Assistant Principal for Curriculum Student Services Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

- McDougal Littell.

## **Professional Development**

- Student Performance Indicators
- Impacting Instruction through Data Analysis
- Pacing Guides
- Writing strategies
- CReating Independence through Student-owned Strategies (CRISS)

## **Evaluation**

- 2007 FCAT Writing Assessment
- Interim Assessments
- teacher-generated writing assessments

## 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*

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 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 2006 eleventh grade FCAT Science Assessment indicate that students scored an average mean scale score of 301. Achievement levels were calculated for the first time in 2006 with 34 percent of students achieving mastery. Student performance in Scientific Thinking indicates 58 percent mastery. Student performance in Physical and Chemical Science remained equal to the state mastery level of 46 percent. Student performance in Life and Environment Science remained equal to the state mastery level of 53 percent. Student performance in Earth and Space Science increased from 46 percent in 2005 to 55 percent in 2006. 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 an increase from 34 percent to 59 percent scoring at Level 3 or greater on the 2007 administration of the FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Institute a science fair project requirement in Earth/Space Science and Biology.	Science Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize Sunshine State Standards to identify specific content areas that must be addressed in Earth/Space Science to prepare students for the science FCAT.	Science Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Science Department Chair Assistant Principal for Curriculum Testing Chair Student Services Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Fund a seventh period humanities course to prepare and support the participation of minority students in honors and Advanced Placement classes.	Principal Unitary Status Compliance Cadre Chair Assistant Principal for Curriculum Student Services Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

- Prentice Hall

### Professional Development

- Student Performance Indicators
- Impacting Instruction through Data Analysis
- Pacing Guides
- Reading strategies
- CReating Independence through Student-owned Strategies (CRISS)
- EduSoft

## **Evaluation**

- 2007 FCAT Science Assessment
- Teacher-generated assessments
- Prentice Hall assessments

## 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*

#### *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 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 2005-2006 school year, the school compiled 11,076 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 11,076 to 11,630 volunteer hours during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expand the opportunities for stakeholders to recognize and acknowledge the achievements of students and student-athletes.	Athletic Director Activities Director	8/14/06	5/30/07	Community Partnerships	\$0.00
Expand the opportunities for stakeholders to participate in both co and extracurricular activities.	PTSA President EESAC Chair Athletic Director Activities Director	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue the Bilingual Parent Outreach Program.	ESOL Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	Dual Language Education	\$0.00
Provide opportunities for stakeholders to participate in workshops and informational sessions related to student achievement and operational components.	PTSA President EESAC Chair	8/14/06	5/30/07	Community Partnerships	\$0.00
Continue to support the Parent Teacher Student Association through membership and PTSA presence.	PTSA President EESAC Chair	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide strategies for stakeholders to support student development in reading, mathematics, writing, and science through parent workshops.	Assistant Principal for Curriculum Science Department Chair Mathematics Department Chair Language Arts Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

The National PTA Standards for Parent Family Involvement Program

## Professional Development

- Bilingual Parent Outreach
- FCAT Workshops

## Evaluation

2006-2007 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*

#### *District Strategic Plan*

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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 2005-2006 school year, the number of outdoor suspensions, 313, 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 313 to 297 for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Seek alternatives to suspension to allow for instructional continuity.	Student Services Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue the Comprehensive Student Services Program to reduce the number of truancies and case management referrals.	Student Services Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide quarterly incentives to students who consistently comply with attendance and behavior codes.	Principal PTSA President EESAC Chair	8/14/06	5/30/07	District Strategic Plan	\$20000.00
Continue to support the Peer Mediation and the Student Court Program as an alternative to suspension.	TRUST Counselor Social Studies Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

- COGNOS Training
- Managing student behavior
- Code of Student Conduct

## Evaluation

COGNOS Data

## 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"/>

### *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 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		ALIGNMENT	BUDGET
		START	END		
Design and implement a student and staff technology proficiency survey.	Technology Mentor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide professional development opportunities to teachers and students that promote the use of technology in lifelong learning.	Technology Mentor Department Chairs	8/14/06	5/30/07	District Strategic Plan	\$0.00
Fund an incentive program that provides new technology to teachers who demonstrate the integration of technology in their instructional program.	Principal	8/14/06	05/30/07	District Strategic Plan	\$100000.00

## Research-Based Programs

Not Applicable

## Professional Development

- Computer literacy skills
- EduSoft
- Reading Plus!

## Evaluation

- 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*

#### *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 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 2005-2006 school year, 50 percent of students were tested on the FITNESSGRAM. This represents a seven percent increase from the previous school year. 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 will 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 50 to 55 percent in the number of students tested on the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze current vending machine operation and food item variety.	Assistant Principal for Operations Food Service Manager	8/14/06	5/30/07	District Strategic Plan	\$0.00
Encourage parents to become more involved in the health and personal fitness of their children.	PTSA President EESAC Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide incentives to students who demonstrate exceptional school and class attendance.	PTSA President EESAC Chair	8/14/06	5/30/07	Continuous Improvement Model	\$20000.00
Provide students with healthy food and snack items.	Assistant Principal for Operations	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and implement a hand washing campaign to promote health and wellness among stakeholders.	Principal Assistant Principal for Operations PTSA President	08/14/06	05/30/07	District Strategic Plan	\$0.00
Install hand sanitizers in all classrooms and common areas	Principal Assistant Principal for School operations	08/14/06	05/30/07	District Strategic Plan	\$5000.00
Promote school-wide fitness and nutrition through the information channel and health/personal fitness classes.	Physical Education Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

- Current health and fitness trends
- Cleanliness



## Evaluation

- 2007 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*

#### *District Strategic Plan*

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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 2005-2006 school year in Advanced Placement courses was 998 (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.

## 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 998 to 1048 in enrollment for the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide in-service sessions for teachers to participate in the Advanced Placement program.	Student Services Department Chair Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Testing Chair Student Services Department Chair Advanced Placement Coordinator	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Tools for Success program for all ninth grade students.	Assistant Principal for Curriculum Student Services Department Chair Physical Education Department Chair Special Education Program Specialist Special Education Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Support the administration of the PSAT in grade nine.	Principal Assistant Principal for Curriculum Student Services Department Chair Testing Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Fund a seventh period humanities course to prepare and support the participation of minority students in honors and Advanced Placement classes.	Principal Assistant Principal for Curriculum Unitary Status Compliance Cadre Chair Student Services Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

### 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.

- Advanced Placement and upper division workshops
- Small learning communities to discuss course expectations and student selection.

## **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 93rd percentile on 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 2005 indicates that the school is ranked at the ninety-second percentile on the State of Florida ROI index. The 2006 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-second percentile in 2005 to the ninety-third percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an inservice session to EESAC members on school finance.	EESAC Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Evaluate student learning gains in relation to school expenditures to formulate an annual return on investment.	EESAC Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

- Stakeholder workshops identifying and explaining budgetary components of school operations as related to the instructional program and return on investment.

## Evaluation

- Florida ROI Index

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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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 83 percent of students graduated with a standard diploma and pursued post-secondary educational opportunities for the 2005-2006 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 93 to 94 percent in the graduation rate for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze graduation and dropout rate statistics.	EESAC Chair	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue to interview and track students who leave high school.	Career Specialist College Assistance Program Advisor	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
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	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Establish a ninth grade career academy.	Assistant Principal for Curriculum Student Services Chair Career Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

- Analyzation of graduation and dropout rates by EESAC.
- Examination of career academies.

## Evaluation

2007 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.

The EESAC also recommends that the School Board of Miami-Dade County provide a salary schedule for teachers starting at the base salary of \$40,000.00 identified by the Superintendent in his Board approved performance objectives for 2006-2007 to attract and keep the "highest quality teachers."

The EESAC also recommends that the School Board establish an advisory group comprised of teachers, parents, and business leaders in order to analyze industry standards and to develop regionally adjusted salary schedules for each category of educational support employee that will attract and keep the "highest quality" educational support employees to Miami-Dade County and this school specifically, to be determined by the majority (51%) of applicants for a position meeting "community standards."

### ***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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$31,500.00
Goal 2: Mathematics	\$20,000.00
Goal 3: Writing	\$20,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$20,000.00
Goal 7: Technology	\$100,000.00
Goal 8: Health & Physical Fitness	\$25,000.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$216,500.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

---

*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*