

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Dr. Michael M. Krop Senior High School (7141)**

Feeder Pattern - Dr. Michael M. Krop Senior

Regional Center II

District 13 - Miami-Dade

Principal - Matthew Welker

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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 tenth year of operation and serves approximately 3800 students. The student population is 29 percent White Non-Hispanic, 29 percent Black Non-Hispanic, 40 percent Hispanic, and 2 percent Asian/Indian/Multiracial.

The school provides instruction services based on the Sunshine State Standards. The school serves 72 percent standard curriculum students, 6 percent Special Education students with an Inclusion rate of 57 percent, 17 percent Gifted students, 6 percent English Language Learner students, and 21 percent Economically Disadvantaged students. The mobility rate is 22 percent. Student attendance averages 94 percent.

Population growth and trends in real estate have all contributed to the diversity of the school. Dr. Krop students come from both urban and suburban areas. Students come from areas such as Aventura, Miami Beach, Miami Gardens and North Miami. Our feeder pattern schools are Madie Ives Elementary, Virginia Boone/Highland Oaks Elementary, Ojus Elementary, and Highland Oaks Middle School.

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 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 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 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 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 77 percent scoring at Level 3 or greater on the 2008 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 62 percent making annual learning gains on the 2008 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 62 percent scoring at Level 3 or greater on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners in grades nine and ten will meet high standards as evidenced by 62 percent scoring at Level 3 or greater on the 2008 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 94 percent scoring a 3.5 or greater on the 2008 administration of the FCAT Writing Assessment.



# School Improvement Plan 2007-2008



Given instruction based on the Sunshine State Standards, students in grade eleven will meet high standards as evidenced by an increase from 39 percent to 64 percent scoring at Level 3 or greater on the 2008 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 11,151 to 11,708 volunteer hours during the 2007-2008 school year.

Given instruction based on the Code of Student Conduct and the development of positive interpersonal relationships, students, faculty, and staff will demonstrate greater personal and social awareness and responsibility as evidenced by a reduction of discipline referrals for the 2007-2008 school year.

Given emphasis on the use of technology in education, all students will improve their computer skills as evidenced by a five percent increase in the number of students utilizing the FCAT Explorer and Reading Plus programs during the 2007-2008 school year as compared to the 2006-2007 school year.

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 receiving medals on the FITNESSGRAM.

Given the emphasis of benefits of participating in advanced academic programs, enrollment in Advanced Placement and/or honors courses will show gains as evidenced by a ten percent increase from 1050 to 1150 in enrollment for the 2007-2008 school year.

The school will improve its ranking on the State of Florida ROI Index publication from the ninety-second percentile 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 94 to 95 percent in the graduation rate for the 2007-2008 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.



# School Improvement Plan 2007-2008



## 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.

## 7141 - 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 as we engage students 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.

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### ***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 3,780 students enrolled in the school. The facility is at 191 percent utilization of our permanent buildings.

The school provides instruction services based on the Sunshine State Standards. The school serves 72 percent standard curriculum students, 6 percent Special Education students with an Inclusion rate of 57 percent, 17 percent Gifted students, 6 percent English Language Learner students, and 21 percent Economically Disadvantaged students. The ethnic/racial makeup of the student population is 29 percent White Non-Hispanic, 29 percent Black Non-Hispanic, 40 percent Hispanic, and 2 percent Asian/Indian/Multiracial. The mobility rate is 22 percent. Student attendance averages 94 percent. Thirty-six percent of our students receive free/reduced lunch.

The population is comprised of 50 percent males and 50 percent females. The enrollment in the four grade levels is as follows: ninth grade, 1143; tenth grade, 1075; eleventh grade, 795; and twelfth grade, 736. 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-three part-time employees. The staff includes one principal, four assistant principals, 173 classroom teachers, sixteen special education teachers, eleven guidance counselors, one librarian, eight paraprofessionals, thirteen clerical/secretaries, and eighteen custodial service workers.

The teacher/student ratio is 25:1. The level of education for the instructional staff is divided among the following degrees: Bachelor's Degree, 42 percent; Master's Degree, 46 percent; Specialist Degree and Doctoral Degree, 12 percent. The teachers have spent an average of fifteen years teaching in Florida. The teaching staff consists of 39 percent male and 61 percent female. The ethnicity of the teachers and counselors is 61 percent White Non-Hispanic, 18 percent Black Non-Hispanic, 19 percent Hispanic, and 2 percent Asian/Indian/Multiracial. The percentage of teachers new to the school is twenty-seven, and our percentage of beginning teachers is fifteen.

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## ***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. Furthermore, staff is aware of the organization's mission. 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. 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).

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Dr. Michael M. Krop Senior High School faculty and staff are provided opportunities to attend school-site, Regional, and District sponsored professional development workshops. These workshops enhance the academic rigor provided to our students. The following professional development activities has been implemented: The MINT program, Mentoring, Inclusion, Best Practices, Reading/Writing Across the Curriculum, Co-Teaching, and CRISS. In addition, technology training has been held to introduce staff to the Electronic Gradebook and Attendance programs. Professional development, in the area of technology, will be conducted as one of the Early Release Day activities on the Parent, Student, and Teacher Portals. The Continuous Improvement Model will also be utilized to disaggregate data and target goals to enhance data driven instruction school-wide. Moreover, the Reading Coach will provide professional development to assist all teachers with incorporating the reading benchmarks into all subject areas.

### **Disaggregated Data :**

In August, the school faculty participates in a Opening of School Staff Retreat. At this retreat, a school-wide disaggregation of data activity is conducted. Administration and faculty members review and analyze data from the previous year's FCAT administration to determine the needs of the students for the school year. As part of the school's improvement model, faculty uses data to identify students' strengths and weaknesses on targeted benchmarks, plan instruction, and determine professional development needs. Students not meeting mastery in Reading and Mathematics are scheduled into remedial courses to provide them with additional instruction in their areas of weakness. Furthermore, small group pull-outs, afterschool, and Saturday tutoring is available to students seeking additional academic support.

### **Informal and Formal Assessments:**

Dr. Michael M. Krop will utilize the following assessments to align and drive instruction for the 2007-2008 school year: 2007 FCAT Assessment Data, District Interim Assessments in Reading, Mathematics, and Science, District Pre and Post Writing Assessments, EduSoft Benchmark Assessments, and teacher generated assessments.

### **Alternative Instructional Delivery Methods :**

Dr. Michael M. Krop Senior High will utilize the following instructional delivery methods to ensure academic success of all students: Individualized instruction, peer-tutoring, educational disciplines partnered with MDC-North, small group instruction, computer-assisted instruction, and pod-casting.

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

- Different Innovative Approaches to Instruction can be found in the Reading, Mathematics, Writing, and Science Strategies section of the School Improvement Plan.
- Responsibility of Teaching Reading for Every Teacher can be found in the Reading Strategies section of the Reading Goal.
- Quality Professional Development for Teachers and Leaders can be found in the Schools Graded C or below section of the School Improvement Plan. In addition, professional development activities are listed at the end of each goal section of the School Improvement Plan.
- Small Learning Communities can be found in the Electives and Special Areas and Graduation section of the School Improvement Plan.
- Intensive Intervention in Reading and Mathematics can be found in the Reading and Mathematics Goals/Strategies section of the School Improvement Plan.
- Parental Access and Support can be found in the Parental Involvement section of the School Improvement Plan.
- Applied and Integrated Courses can be found in the Demographics section of the School Improvement Plan.
- Course Choice Based on Student Goals/Interests/Talent can be found in the Demographics section of the School Improvement Plan.
- Master Schedules Based on Student Needs can be found in the Demographics section, as well as in the Reading, Mathematics, Science, and Writing Strategies section of the School Improvement Plan.
- Academic and Career Planning can be found in the Electives and Special Areas section of the School Improvement Plan.



## Reading Goal

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

#### **Florida Education Priorities**

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 checked="" 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 checked="" type="checkbox"/>

### **Reading 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 reading.

### **Needs Assessment**



# School Improvement Plan 2007-2008



Results of the 2007 ninth grade Reading FCAT indicate that 46 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 44 percent of the students meeting high standards in reading. Additional data indicates that 50 percent of the ninth and tenth grade students tested made learning gains in reading, while 45 percent of the lowest quartile also made learning gains in reading.

After disaggregation of the 2007 FCAT data, the results indicate that ninth grade students scored a mean of 100 percent in Words/Phrases, 69 percent in Main Idea/Author's Purpose, 64 percent in Comparison/Contrast, and 56 percent in Reference/Research. Tenth grade students scored an average of 67 percent in Words/Phrases, 63 percent in Main Idea/Author's Purpose, 64 percent in Comparison/Contrast, and 67 percent in Reference/Research. Further analysis indicates that the cluster of Words/Phrases proved to be the students' highest performing area, while Reference/Research proved to be their lowest. Therefore, the above data suggests that we focus on Reference/Research and Compare/Contrast as they are, statistically, our areas of greatest need.

In the NCLB subgroups, results for the 2007 Reading FCAT indicate that one subgroup (White) met the required 51 percent mastery level while the Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not meet the specified criteria.

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
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 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 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 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 58 percent scoring at level 3 or greater on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades nine and ten will meet high standards as evidenced by 58 percent scoring at level 3 or greater on the 2008 administration of the FCAT Reading Assessment.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the school-wide Reading Instructional Focus Calendar centered around specific bi-monthly targeted reading skills and benchmarks.	Administrative Team, Reading Coach, Language Arts Department Chairpersons	9/10/07	6/05/08	District-wide Literacy Plan	0
Utilize a data management system (Edusoft) to score assessments and generate disaggregated data reports that will be used to drive classroom instruction and place students into flexible tutorial groups.	Administrative Team, Reading Coach, Language Arts Department Chairpersons	9/10/07	6/05/08	District-wide Literacy Plan	0
Implement a schoolwide reading program in which all students (FCAT Levels 1 - 5) utilize Reading Plus for at least one hour per week outside of school time.	Administrative Team, Reading Coach, Language Arts Department Chairpersons, All Subject Area Teachers	9/15/07	6/05/08	District-wide Literacy Plan	0
Utilize the closed circuit television system as a means for delivering, in various formats, FCAT-related words, their definitions, and proper usage in sentences and context.	Administrative Team, TV Production Coordinator, Department Chairpersons	9/17/07	6/05/08	District-wide Literacy Plan	0
Utilize FCAT data to identify specific student sub-groups to provide differentiated instruction in social studies, language arts and/or reading through pull-out, after-school, Saturday, and peer- tutorial sessions using Reading Plus.	Reading Coach, Language Arts Department Chairs, Administrative Team, Special Education Program Specialist, Special Education Department Chair	8/20/07	6/05/08	Inclusion of SWD	10000
Provide teacher professional development sessions using CRISS to increase the use of reading and language arts strategies in all content areas.	Reading Coach, Language Arts Department Chairs, Administrative Team	8/20/07	6/05/08	District-wide Literacy Plan	1500
Provide individualized language arts and/or reading assistance to eleventh and twelfth grade students who have not passed the FCAT.	Reading Coach, Language Arts Department Chairs, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Expand the use of the Information Center by opening it to students before and after school.	Media Specialist	9/17/07	06/05/08	District-wide Literacy Plan	3000

### Research-Based Programs

- McDougal Littell
- Reading Plus
- FCAT Explorer
- Accelerated Reader
- TeenBiz3000

### Professional Development

- Incorporating Effective Reading Strategies into Instruction
- Differentiated Instruction
- Student Performance Indicators
- Impacting Instruction through Data Analysis
- Reading Pacing Guides
- CReating Independence through Student-owned Strategies (CRISS)
- FCAT Explorer
- Accelerated Reader
- EduSoft

### Evaluation



# School Improvement Plan 2007-2008



- 2008 FCAT Reading Assessment
- District Interim Reading Assessment
- Teacher-generated assessments
- McDougal Littell assessments

## Mathematics Goal

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

#### *Florida Education Priorities*

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 checked="" 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 checked="" type="checkbox"/>

### **Mathematics 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 mathematics.

### **Needs Assessment**

Results of the 2007 ninth grade FCAT Mathematics Assessment indicate that 66 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 72 percent of the students meeting high standards in mathematics.

In the NCLB subgroups, results for the 2007 mathematics FCAT indicate that the subgroups met the required mastery level with the exception of Students with Disabilities and English Language Learners.

Data indicate that for all ninth graders tested, the weakest strands in mathematics were Measurement, Number Sense, and Data Analysis. The strongest strands were Algebraic Thinking and Geometry. For all tenth graders tested, the weakest strands in mathematics were Measurement, Geometry, and Data Analysis. The strongest strands were Number Sense and Algebraic Thinking.

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**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 checked="" 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 77 percent scoring at Level 3 or greater on the 2008 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 62 percent making annual learning gains on the 2008 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 62 percent scoring at Level 3 or greater on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners in grades nine and ten will meet high standards as evidenced by 62 percent scoring at Level 3 or greater on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Mathematics Department Chairs, Administrative Team, Testing Chair, Student Services Department Chair	8/20/07	6/05/08	Advanced Academics	0
Provide individualized mathematics assistance to eleventh and twelfth grade students who have not passed the FCAT.	Mathematics Department Chairs, Student Services Department Chair, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
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 Chairs, Student Services Department Chair, Administrative Team	8/20/07	6/05/08	Alternative Education	5000
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 Chairs, Administrative Team	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Utilize the District Mathematics Pacing Guides to provide continuity within the delivery of the mathematics content.	Mathematics Department Chairs, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Analyze the results/data of the District's Interim Assessments and school-site benchmark assessments to guide instruction and provide remediation as needed.	Mathematics Department Chairs, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0

### Research-Based Programs

- Glencoe
- McDougal Littell

### Professional Development

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

### Evaluation





# School Improvement Plan 2007-2008



- 2008 FCAT Mathematics Assessment
- District Interim Mathematics Assessments
- Teacher-generated assessments
- Glencoe and McDougal Littell assessments

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing 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 2007 data indicate that 83 percent of the students in grade ten scored between 3.5 and 6 on expository writing, while 17 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.

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 remained stagnant, students need to continue practicing persuasive writing models.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 94 percent scoring a 3.5 or greater on the 2008 administration of the FCAT Writing Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 Chairs, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Utilize FCAT data to identify specific student sub-populations to provide differentiated instruction in writing through pull-outs, after-school, Saturday, and peer-to-peer tutorial sessions to be monitored through teacher-generated prompts.	Language Arts Department Chairs, ESOL Department Chair, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	5000
Provide timed writing scenarios that will simulate the FCAT Writing Test environment allowing students to gain experience and familiarity of the testing procedure.	Administrative Team, Language Arts Department Chairs	8/27/07	6/05/08	District-wide Literacy Plan	0
Provide remediation and intervention in writing after school and on Saturday.	Administrative Team, Language Arts Department Chairs	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize the District's sample anchor papers from the 2007 FCAT Writing administration to familiarize students with the scoring rubric and drive instruction for in-class writing assignments.	Language Arts Department Chairs, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Utilize graphic organizers, such as listings, Venn diagrams, mapping, and clustering to encourage students to clearly arrange their thoughts prior to writing.	Language Arts Department Chairs, Administrative Team, Social Studies Department Chair	8/20/07	6/05/08	Academic Enrichment Opportunities	0

### 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

- 2008 FCAT Writing Assessment
- District Writing Assessments
- Teacher-generated writing assessments

## Science Goal

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

#### **Florida Education Priorities**

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

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

### **Science 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 science.

### **Needs Assessment**

Results of the 2007 eleventh grade FCAT Science Assessment indicate that students scored an average mean scale score of 306. Achievement levels were calculated for 2007 with 39 percent of students achieving mastery. Student performance in Scientific Thinking indicates 57 percent mastery and 46 percent mastery in Physical and Chemical Sciences. Student performance in Life and Environment Science remained equal to the state mastery level of 50 percent. Student performance in Earth/Space Science increased from 55 percent in 2006 to 58 percent in 2007. 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 39 percent to 64 percent scoring at Level 3 or greater on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Institute a science fair project requirement for all science courses.	Science Department Chair, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
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, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Utilize PSAT data and course histories to identify academically qualified minority students for placement in honors and Advanced Placement courses.	Science Department Chair, Administrative Team, Testing Chair, Student Services Department Chair	8/20/07	6/05/08	Advanced Academics	0
Offer a humanities course to prepare and support the participation of minority students in honors and Advanced Placement courses.	Principal, Unitary Status Compliance Cadre Chair, Administrative Team, Student Services Chair	8/20/07	6/05/08	Advanced Academics	0
Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the uses of scientific process skills to enhance science content knowledge.	Science Department Chair, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Utilize the Science Pacing Guides and Regional Center 2 Science Curriculum to guide instruction and remediation students.	Science Department Chair, Administrative Team	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Reinforce science content with the reading through the use of non-fiction text during shared and guided reading.	Science Department Chair, Reading Coach, Administrative Team	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize the Science, Engineering, Communications, Mathematics Enhancement Program (SECME) in all Advanced Placement science courses.	Science Department Chair, Administrative Team	8/20/07	6/05/08	Education Innovation	0
Enroll all eligible eleventh grade students in a science course.	Science Department Chair, Student Services Chair, Administrative Team	8/20/07	6/05/08	Education Innovation	0

### Research-Based Programs

- Prentice Hall

### Professional Development

- Student Performance Indicators
- Impacting Instruction through Data Analysis
- Science Pacing Guides
- Regional Center 2 Science Curriculum Guides
- Reading strategies
- CReating Independence through Student-owned Strategies (CRISS)
- EduSoft
- SECME
- GIZMOS

### Evaluation



# School Improvement Plan 2007-2008



- 2008 FCAT Science Assessment
- District Interim Science Assessments
- Teacher-generated assessments
- Prentice Hall assessments
- EduSoft assessments

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

Dr. Michael M. Krop Senior High School will expand the number of curricular and extracurricular opportunities available to 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 2006-2007 school year, the school compiled 11,151 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 11,151 to 11,708 volunteer hours during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Expand the opportunities for stakeholders to recognize and acknowledge the achievements of students and student-athletes.	Athletic Director, Activities Director, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Expand the opportunities for stakeholders to participate in both co-curricular and extracurricular activities.	PTSA President, EESAC Chair, Athletic Director, Activities Director, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Participate in the Bilingual Parent Outreach Program.	ESOL Department Chair, Administrative Team	8/20/07	6/05/08	Education Innovation	0
Provide opportunities for stakeholders to participate in workshops and informational sessions related to student achievement and operational components.	PTSA President, EESAC Chair, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Support the Parent Teacher Student Association through membership and PTSA presence.	PTSA President, EESAC Chair, Administrative Team	8/20/07	6/05/08	Exchange Meaningful Information	0
Provide strategies for stakeholders to support student development in reading, mathematics, writing, and science through parent workshops.	Administrative Team, Science Department Chair, Mathematics Department Chair, Language Arts Department Chair	8/20/07	6/05/08	Exchange Meaningful Information	0

### Research-Based Programs

The National PTA Standards for Parent Family Involvement Program

### Professional Development

- Bilingual Parent Outreach
- FCAT Workshops
- Parent Academy Workshops

### Evaluation

- 2007-2008 Volunteer Hour Logs
- Parent Academy Logs



### Discipline & Safety Goal

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

**Florida Education Priorities**

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

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

**Discipline & Safety Statement**

All Dr. Michael M. Krop Senior High School students will acquire the knowledge, skills, and competencies to increase their compliance regarding school discipline and behavioral codes.

**Needs Assessment**

A review of the data associated with the Student Case Management System indicates a need to reduce causative behavior that precipitates the removal of a student from class or school. There is a need to provide professional development for teachers in the areas of discipline, classroom management techniques, sensitivity training, and cultural awareness to foster positive interaction among teachers, students, and staff.

### Measurable Objective

Given instruction based on the Code of Student Conduct and the development of positive interpersonal relationships, students, faculty, and staff will demonstrate greater personal and social awareness and responsibility as evidenced by a reduction of discipline referrals for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Seek alternatives to suspension to allow for instructional continuity.	Student Services Department Chair	8/20/07	6/05/08	Truancy Prevention	0
Continue the Comprehensive Student Services Program to reduce the number of trancies and case management referrals.	Student Services Department Chair	8/20/07	6/05/08	Truancy Prevention	0
Provide quarterly incentives to students who consistently comply with attendance and behavior codes.	Principal, PTSA President, EESAC Chair	8/20/07	6/05/08	Truancy Prevention	0
Continue to support the Peer Mediation and the Student Court program as alternatives to suspension.	TRUST Counselor, Social Studies Department Chair	8/20/07	6/05/08	Exchange Meaningful Information	0
Provide professional development for faculty and staff on effective discipline and classroom management techniques.	Administrative Team, TRUST Counselor, Professional Development Liaison	8/20/07	6/05/08	Exchange Meaningful Information	0
Review and distribute the current discipline policies to provide fidelity of consequences.	Administrative Team, Student Services Chair, Department Chairs	8/20/07	6/05/08	Exchange Meaningful Information	0
Provide workshops and inservice sessions on cultural awareness, sensitivity, and the development of positive interpersonal skills and relationships.	Administrative Team, Department Chairs, Student Services Chair, Professional Development Liaison	8/20/07	6/05/08	Diversity & Educational Equity	0

### Research-Based Programs

Not Applicable

### Professional Development

- COGNOS Training
- Code of Student Conduct
- Tools for Success
- Peer Mediation
- Teacher-lead workshops on managing student behavior

### Evaluation

- COGNOS Data
- Student Court

## Technology Goal

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

#### **Florida Education Priorities**

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

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

### **Technology Statement**

All Dr. Michael M. Krop Senior High School students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to increase their literacy in technology.

### **Needs Assessment**

Results of a school-site survey indicates a need for additional teacher training and development on the use of technology in the classroom. Teacher and staff mentoring will be provided in order to assist with individual technology needs. Additionally, professional development in the area of using technology in instructional planning and delivery is needed to provide students with differentiated instruction throughout all disciplines. Therefore, there is a need for teachers to utilize technology as a means of disseminating instructional information to students in all content areas.

### Measurable Objective

Given emphasis on the use of technology in education, all students will improve their computer skills as evidenced by a five percent increase in the number of students utilizing the FCAT Explorer and Reading Plus programs during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a student and staff technology proficiency survey.	Administrative Team, Technology Mentor	8/20/07	6/05/08	Exchange Meaningful Information	0
Provide professional development opportunities to teachers and students that promote the use of technology in lifelong learning.	Administrative Team, Technology Mentor, Department Chairs	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Promote Reading Plus usage in all content areas to support the Reading goals.	Reading Coach, Language Arts Department Chairs, Social Studies Department Chair, Administrative Team	8/20/07	6/05/08	District-wide Literacy Plan	0
Infuse FCAT Explorer/Reading Plus programs in all Intensive Reading classes to reinforce reading benchmarks.	Reading Coach, Language Arts Department Chairs, Technology Mentor, Administrative Team	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Provide training to teachers and students on the uses of the Teacher and Student Portals.	Administrative Team, Technology Mentor	8/20/07	6/05/08	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

- Computer literacy skills
- EduSoft
- Reading Plus!
- FCAT Explorer

### Evaluation

- Reading Plus! Reports
- FCAT Explorer Monitoring Charts

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

### **Health & Physical Fitness Statement**

All Dr. Michael M. Krop Senior High School 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. Absent a comprehensive physical and medical history, school staff rely on the FITNESSGRAM to assess the physical fitness of students. For the 2006-2007 school year, 50 percent of students received medals for performance 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 prevention of illness and the benefits of exercise and healthy living in an effort to improve overall attendance and health of students and staff.

### 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 receiving medals on the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide vending machine operation and food item variety.	Administrative Team, Food Service Manager	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Encourage parents to become more involved in the health and personal fitness of their children.	Administrative Team, PTSA President, EESAC Chair	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Provide students with healthy food and snack items.	Administrative Team, Food Service Manager	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Continue hand washing campaign to promote health and wellness among students and staff.	Administrative Team, PTSA President	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Continue usage of hand sanitizers in all classrooms and common areas	Administrative Team, Faculty and Staff	8/20/07	6/05/08	Safe and High-quality Facilities	0
Promote school-wide fitness and nutrition through the information channel and health/personal fitness classes.	Physical Education Department Chair, Administrative Team	8/20/07	6/05/08	Healthcare & Healthy Choices	0

### Research-Based Programs

Not Applicable

### Professional Development

- Workshops on current health and fitness trends
- Workshops on cleanliness and diet

### Evaluation

- 2008 FITNESSGRAM results

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

### **Electives & Special Areas Statement**

All Dr. Michael M. Krop Senior High School 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 during the regular school day. Enrollment for the 2006-2007 school year in Advanced Placement courses was 1050 (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 males and minorities in upper division and Advanced Placement courses, a need remains to generate special interest among specific minority populations.

### Measurable Objective

Given the emphasis of benefits of participating in advanced academic programs, enrollment in Advanced Placement and/or honors courses will show gains as evidenced by a ten percent increase from 1050 to 1150 in enrollment for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Expand opportunities for students to pursue elective courses after school through seventh period or through adult education or on demand through virtual education portals.	Administrative Team, Assistant Principal for Community Education	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Provide in-service sessions for teachers to participate in the Advanced Placement program.	Student Services Department Chair, Administrative Team	8/20/07	6/05/08	Advanced Academics	0
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, Administrative Team	8/20/07	6/05/08	Diversity & Educational Equity	0
Continue the Tools for Success program for all ninth grade students.	Administrative Team, Student Services Department Chair, Physical Education Department Chair, Special Education Program Specialist, Special Education Department Chair	8/20/07	6/05/08	Secondary School Reform	0
Support the administration of the PSAT in grade nine by providing students with practice items and tutorials in English and Mathematics courses.	Administrative Team, Student Services Department Chair, Testing Chair	8/20/07	6/05/08	Advanced Academics	0
Offer a humanities course to prepare and support the participation of minority students in honors and Advanced Placement classes.	Administrative Team, Unitary Status Compliance Cadre Chair, Student Services Department Chair	8/20/07	6/05/08	Diversity & Educational Equity	0

### 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 workshops
- Smaller Learning Communities to discuss course expectations and student selection.

### Evaluation

- Enrollment within the master schedule



## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

### **Return On Investment Statement**

Dr. Michael M. Krop Senior High 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 indicates that the school is ranked at the ninety-second percentile on the State of Florida ROI index. The 2007 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 to the ninety-third percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an inservice session to EESAC members on school finance.	EESAC Chair, Administrative Team	8/20/07	6/05/08	Exchange Meaningful Information	0
Evaluate student learning gains in relation to school expenditures to formulate an annual return on investment.	EESAC Chair, Administrative Team	8/20/07	6/05/08	Exchange Meaningful Information	0
Collaborate with the District on resource allocation.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Modify annual budget to utilize Continuous Improvement Model as needed to further improve efficiency.	Administrative Team, EESAC Chair	8/20/07	6/05/08	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs, after-school, and Saturday tutorials.	Administrative Team	8/20/07	6/05/08	Exchange Meaningful Information	0

### 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

## Graduation (High Schools Only) Goal

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

#### **Florida Education Priorities**

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

### **Graduation (High Schools Only) Statement**

All Dr. Michael M. Krop Senior High School 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 94 percent of students graduated with a standard diploma and pursued post-secondary educational opportunities last 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 94 to 95 percent in the graduation rate for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze graduation and dropout rate statistics.	EESAC Chair	8/20/07	6/05/08	Exchange Meaningful Information	0
Continue to interview and track students who leave high school.	Career Specialist, College Assistance Program Advisor	8/20/07	6/05/08	Exchange Meaningful Information	0
Continue to provide alternative educational opportunities to students who experience difficulty with the traditional high school environment.	Student Services Department Chair, Administrative Team	8/20/07	6/05/08	Alternative Education	0
Establish a ninth grade career academy.	Administrative Team, Student Services Chair, Career Specialist	8/20/07	6/05/08	Secondary School Reform	0
Promote Florida Virtual School as another viable option for students who may need credits for graduation.	Administrative Team, Student Services Department Chair	8/20/07	6/05/08	Education Innovation	0

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

- 2008 Florida Department of Education Annual Report Card.

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

**Budget:**

The EESAC carefully examines the school budget before decisions are made on the spending of funds allotted to the SIP.

**Training:**

The need for staff development and time 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 is aware that technology is an integral part of the instructional program and that it also plays a critical role in facilitating communication among stakeholders.

**Staffing:**

The EESAC was fully apprised of the staffing requirements necessary to expand the education program and to implement new educational initiatives.

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.

**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, language arts, and science.

**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:**



# School Improvement Plan 2007-2008



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

## **School Safety & Discipline:**

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

***Budget Summary***

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	14500
Mathematics	5000
Writing	5000
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>24500</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*