Dr. Michael M. Krop Senior High

2017-18 Schoolwide Improvement Plan

Dr. Michael M. Krop Senior High

1410 NE 215TH ST, Miami, FL 33179

http://mkhs.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dr. Michael M. Krop Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Dr. Michael M. Krop Senior High School will become the most respected and successful public high school in Florida by providing students with the essential skills to live healthy and productive lives.

2. School Environment

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

Dr. Michael M. Krop fosters a positive school culture by promoting a safe and caring environment in which all students feel welcomed, valued, and have a sense of ownership of their school. Through the intellectual climate, all students in every classroom are supported and challenged to do their very best and achieve work of quality, including a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it. Relationships are built through the availability of programs, clubs, and activities. They include, but are not limited to: Student Government Association, Heritage Month, Peace JAM, Mix It Up Days, Gay Straight Alliance, Student Voices, Bible Club, Best Buddies, Transitions, Student Staff Fashion Show, Krop Talks, etc., where students are free to interact and express personal opinions.

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

Dr. Michael M. Krop promotes an environment where students feel safe and respected by having a buy-in from all stakeholders. As part of our safety procedures, security monitors are equipped with communication devices to ensure contact with one another in case of emergency or to fulfill any contacting needs. Visitors are expected to enter through the main entrance where a security monitor verifies their identification and their purpose for their visit and are given a name tag which identifies them as visitors. All entrances, other than the main entrance, are closed after the school day begins. The doors have an interior push bar so that students may exit the buildings in case of an emergency, yet no one from the outside can enter. These doors meet the fire code standards and expectations of safety regulations. The bus drop off and loading areas are monitored and clearly assigned. All vehicular traffic areas are well organized, monitored, and conducive to maintaining the safety of all stakeholders. Security, staff members, and 120 cameras, that have been installed throughout the building, assist in monitoring at all times, particularly at critical periods in the day where incidents are most likely to occur (i.e. such as arrival, dismissal, change of classes, and lunch times). In regards to educating students and school community on safety issues, the school also has an Anti-Bullying Plan in place that aides in the process of ensuring everyone's well being. Safety at Dr. Michael M. Krop is approached from a preventive perspective and all potential threats to their safety are addressed through one program or another.

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

Clear communication is evident with all stakeholders regarding the expectations for behavior and engagement, as well as consequences when those expectations are not met. There are also conflict resolution programs, discipline committees, and a Student Court which handle concerns with students. Students with two or more referrals that would lead to suspension are referred to our Alternative to Suspension program in order to receive information and strategies geared towards making the students more academically successful in school. There is also a Progressive Discipline Plan in place that follows the District's guidelines and the Code of Student Conduct.

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

Our Student Services staff, the SPED Department, as well as a school Social Worker and Psychologist provide individual and group counseling to our students in need. Counselors facilitate SST Meetings for students in need of extra academic support. There is an appointment process by which students can meet with their counselors who diligently work with parents to refer students in need to the appropriate community resources.
Other resources offered to students are the Sexual Minority Liaison, Jewish Community Services, TAP, Student Voices, SADD, Crime Educators, Youth Empowerment Summit, Peer Health Educators, and the Transitions Peer Mentoring Program. Students are nurtured by caring adults who create an atmosphere of sincere support for the students' well-being and academic success.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Dr. Michael M. Krop Senior High school utilizes a number of early warning indicators to assist in the identification of students who may be considered "At-Risk." These indicators include, but are not limited to:
• Attendance below 90 percent, regardless of whether absence is excused or a result of assignment to the Success Center
• One or more suspensions, whether in-school or assignment to the Success Center
• Course failure in English Language Arts or mathematics
• A Level 1 score on the Florida Standards Assessment in English Language Arts or Algebra 1
• Students that are being retained
• Students that are behind in their Credits
• GPA below 2.0

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	144	122	82	380
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	162	250	245	187	844

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	178	93	186	69	526

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

A number of intervention strategies are employed to improve the academic performance of student identified by the Early Warning System and include 1) All Level 1 and 2 students are scheduled into an Intensive Reading course in order to assist with benchmark mastery and the passing of the ELA FSA; 2) Saturday Academy tutorials are also available for students to receive remediation in weaker areas; 3) our academic Honor Society students serve as peer tutors to provide assistance to students both before and after school, and 4) Student Services personnel meet monthly with identified At-Risk students where topics pertaining to attendance, behavior, academic success, and graduation requirements are discussed, In addition, efforts are being made to enhance the lines of communication between the school and home in an effort to assist students identified by the Early Warning System. These strategies include: 1) Conferences occur with the Administrator over Attendance for students who have accrued 3 or more absences and their parent/guardians where information pertaining to excessive absenteeism and its effect on academic success are discussed; 2) Conversations take place between an administrator and a parent/guardian every time a student is suspended and/or sent to a Success Center; 3) Counselors review Interim Progress Reports, identify students who are failing two or more classes, and have an Academic Advisement conference with those students and their parents,

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

One of the best measures of a school's success is the level of parental engagement that exists within the school. Although Krop SHS enjoys a higher level of parental involvement than many schools,

there is definitely room for improvement as only 39% of our parents participated in parent engagement opportunities in 2016-2017.

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

The Krop family is enriched by the dedication our stakeholders have towards our students. Our community partners are individuals, businesses, and organizations who provide their time, resources, or financial support to our school. Our partners share resources at no cost to the District or the school. Krop has over 60 registered volunteers that assist in extra curricular activities, student led breakfasts and lunches, sponsor fieldtrips, and in-school functions. These organizations include, but are not limited to: Aventura Marketing Council Educational Committee, Chai Tees, PTSA, EESAC, Booster Clubs, and many more.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Kosnitzky, Adam	Principal
Clappier, Pamela	Assistant Principal
Perez, Margarita	Teacher, K-12
Feldman, Alina	Teacher, K-12
Tironi, Marcela	Teacher, K-12
Marino, Maria	Teacher, K-12
Stein, Debra	Teacher, K-12
Buncher, David	Teacher, K-12
Feilich, Gary	Teacher, K-12
Lee, Mary	Teacher, K-12
Rubinowitz, Elissa	Teacher, ESE
Hemp, Robert	Teacher, Career/Technical
Funcia, Mirtha	Teacher, K-12
Latessa, Krista	Teacher, K-12
Manfredi, Sandra	School Counselor
Ferguson, Philicia	Teacher, ESE
Metcalfe, Ruthie	Teacher, K-12
Hafter, Harold	Teacher, K-12
Brito, Humberto	Assistant Principal
Meras, Ines	Assistant Principal
Suarez, Evelyn	Teacher, K-12
Calixte, Teandra	Assistant Principal

b. Duties

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

The School Leadership Team is comprised of administrators, counselors, department chairpersons, and our test chairperson.
* Dr. Allison Harley (Principal) oversees the overall functioning of the Leadership Team.
* Pamela Clappier, Bert Brito, Teandra Calixte, and Ines Meras (Assistant Principals) supervise the departments under their direction, conduct classroom walk throughs, have data chats with their teachers with data from district and state assessments. In addition, the administration pulls up and disaggregate the data and present it to the Leadership Team.
* Sandra Manfredi (Guidance Counselor and Student Services Department Chair), Margarita Perez, Ruthie Metcalfe (English Department Co-Chairs), Marcela Tironi (ELL Department Chair), Alina Feldman (Reading Department Chair), Maria Marino and Debra Stein (Mathematics Department Co-Chairs), David Buncher and Gary Feilich (Science Department Co-Chairs), Mary Lee and Eric Hafter (Social Studies Department Co-Chairs), Elissa Rubinowitz (Gifted Placement Specialist), Philicia Ferguson (SPED Department Chair),Robert Hemp (CTE Department Chair), Mirtha Funcia (Magnet Lead Teacher and Fine Arts Department Chair), Krista Latessa (Physical Education Department Chair), and George Lesperance (World Languages Department Chair), and Evelyn Suarez (Test Chair) comprise the remaining positions of the Team and meet quarterly to review data from the following sources: District Mid-year Assessments, Math Topic Tests, Biology Topic Tests, US History Topic Tests, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing and discussing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

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

The School Leadership Team meets quarterly to review data from the following sources: District Interim Assessments, Math Topic Tests, Biology Topic Tests, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

The school has many resources that are used throughout the year both on a schoolwide and an individual basis.. The school's violence prevention program, Crime Educators, has been recognized in the District for its work in educating students and parents on the dangers of texting while driving, bullying, sexting, and drug and alcohol use. Their work has made a significant impact on the culture in our school. Student members of the program instituted a system where students may anonymously e-mail, text, or call to report crime or other important information to school officials before it was instituted throughout the District. Our Title X Up-Start Homeless Program is one that seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Program assists with the identification, enrollment, attendance, and transportation of homeless students in order to ensure that they are not stigmatized, separated, segregated, or isolated because of their status as homeless. We also provide vision services to qualified students through the Miami Lighthouse / Heiken Children's Vision Program. This Program provides free and complete optometric exams conducted at school via vision vans and corrective lenses to all who failed vision screenings if the parent /guardian cannot afford the exams and/or the

lenses. Our Adult Education program has been successfully implemented as a means for students to recover credits by retaking failed courses, thereby giving them the opportunity to graduate on-time with their cohort peers. Our CTE program provides opportunities for our students to seek Industry Certification in Adobe Photoshop, Illustrator, In Design, Dreamweaver, and Flash; Microsoft Office Certification in Quickbooks and Microsoft Office; and Industry Certification in SERV SAFE. During the 2016-2017 school year, 81% of the students who took a CTE Exam became Industry Certified in one or more of those areas, thus making them more employable and sought after in the global technology marketplace. Job training is another program that we have instituted in order to assist our students become better prepared for success after graduation. This program allows students to work in an approved job for one period each the afternoon and receive credit for the experience that they are gaining as a result of their employment. This opportunity has proven to be invaluable in terms of the employability skills that are learned and the experiences that are provided to the program participants.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Regina Rosenfield	Business/Community
Yvette Gittens	Teacher
David Buncher	Teacher
Debra Stein	Teacher
Jennifer Kaire	Parent
Tara Solomiany	Parent
Dalit Moskona	Business/Community
Sharon Gayoso	Business/Community
Sacasa Pablo	Business/Community
Deborah Simmons	Teacher
Allison Harley	Principal
Cheryl Daniels	Education Support Employee
Audrey Silverman	Teacher
Judi Anderson	Education Support Employee
Karen Morton	Parent
Amanda Gottlieb	Parent
Nancy Meister	Business/Community
Dominique Hardy	Student
Judy Greenberg Shapiro	Parent
Kyrsis Padron	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC plays an integral role in reflecting upon and evaluating the effectiveness of the School Improvement Plan at the end of the year. Not only is the year's FSA/EOC data reviewed, the strategies are discussed and their overall effectiveness is determined. From there, the SAC, in conjunction with input from the School Leadership Team, assists with the planning of potential Goals for the next school year. Based on these steps, here is the outcome of the evaluation of last year's Plan:

DATA ANALYSIS
Reading: The percentage of students passing the Reading assessment increased slightly from 53% to 59% when comparing scores from the 2016 FSA ELA assessment to that of the 2017 FSA ELA assessment.

Algebra 1: The percentage of students passing the Algebra 1 EOC increased from 27% to 39% when comparing scores from the 2016 Algebra 1 EOC to that of the 2017 Algebra 1 EOC.

Biology: The percentage of students passing the Biology 1 EOC increased from 61% to 65% when comparing the scores from the 2016 Biology 1 EOC to that of the 2017 Biology 1 EOC.

US History: The percentage of students passing the US History EOC increased 73% to 75% when comparing the scores from the 2016 US History EOC to that of the 2017 US History EOC.

PLANNING FOR 2017-2018
1. Reading, Writing, Math, Science, and Social Studies: By increasing the amount of more meaningful common/collaborative planning time within departments, instructional effectiveness, lesson quality, rigor, and student achievement in Reading, Mathematics, Science and Social Studies will improve.

2. Reading, Writing, Math, Science, and Social Studies: By providing professional development that focuses on the meaningful utilization of effective instructional strategies that target rigor within the content standards, student achievement in Reading, Mathematics, Science, and Social Studies will improve.

b. Development of this school improvement plan

The SAC is always very instrumental in the development of the School Improvement Plan. This year, the SAC will review and approve the objectives and strategies that comprise the School Improvement Plan; monitor their effectiveness relative to changes in student achievement; and modify the strategies, when data indicates it is necessary.

c. Preparation of the school's annual budget and plan

The main activities that the School Advisory Council will undertake this year are 1) to assist with the development of the school's budget 2) to monitor the implementation of the School Improvement Plan, and 3) to work with a school staff committee in determining how School Recognition funds will be spent, if given. Regarding the budget, each year the school receives $5.00 per FTE. The SAC discusses the needs of the school and then determines, via an official vote, how those funds will be spent. In relation to the School Improvement Plan, the SAC participates in discussions dealing with data disaggregation, instructional strategies, and benchmark mastery. With that information, the initial Plan and all subsequent revisions that take place throughout the school year are reviewed, discussed and approved.

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

The total amount of EESAC funding that the school received last year was $13,600.00. Of this amount, SAC provided funding for the purchase of a turnitin.com site license ($7600.00), end-of-year

awards ($2999.00), and the remainder ($3001.00) was given to the principal for use in purchasing supplies and materials for the teachers.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Kosnitzky, Adam	Principal
Clappier, Pamela	Assistant Principal
Feldman, Alina	Teacher, K-12
Perez, Margarita	Teacher, K-12
Ferguson, Philicia	Teacher, K-12
Marino, Maria	Teacher, K-12
Stein, Debra	Teacher, K-12
Feilich, Gary	Teacher, K-12
Buncher, David	Teacher, K-12
Lee, Mary	Teacher, K-12
Rubinowitz, Elissa	Teacher, ESE
Tironi, Marcela	Teacher, K-12
Manfredi, Sandra	School Counselor
Hemp, Robert	Teacher, Career/Technical
Hafter, Harold	Teacher, ESE
Funcia, Mirtha	Teacher, K-12
Latessa, Krista	Teacher, K-12
Lesperance, George	Teacher, K-12
Metcalfe, Ruthie	Teacher, K-12
Suarez, Evelyn	Teacher, K-12
Calixte, Teandra	Assistant Principal
Blair, Mary	Teacher, K-12
Guthrie, Elda	Teacher, K-12
Sadaka, Linda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team focuses on creating a culture of reading throughout the school. In order to accomplish this, the LLT performs the following tasks:
• Uses data to analyze the effectiveness of instruction and the available resources in order to meet the literacy needs of the students.
• Identifies the overall three weakest reading standards based on student performance from each Interim Assessment and then monitors the implementation of instructional strategies that are put in place to address those areas.
• Creates and shares activities designed to promote literacy.
• Participates in classroom demonstrations and modeling of research-based reading strategies.
• Presents staff development pertaining to literacy and other instructional elements.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers at Dr. Michael M. Krop teachers have the opportunity to collaborate in a continuous improvement to achieve goals that align with individual, school, and district goals for student achievement. Participating in Professional Development provides opportunities for teachers to learn and think together about how to improve their practice in ways that lead to improved student achievement and share best practices. Using open lines of communication with their Department Chair, teachers express their opinions and concerns with issues affecting them, the students and the school. Department Chairs meet once a week with Administration to address these issues. Another approach is the participation in Cadre Lesson Studies where teachers can engage in peer collaboration to share/analyze the impact of an instructional strategy and lessons can be adjusted to be more effective, interesting, and student-centered. This activity allows teachers to explore real instructional challenges that are faced in their classrooms with their students. They can share best practices and collaborate in providing and receiving constructive, positive feedback both from their colleagues and for themselves.

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

1. All teachers participate in regularly scheduled Department Meetings that occur bi-monthly
2. New and/or lightly experienced teachers are automatically partnered with veteran teachers in their subject area who will observe classroom instruction and provide feedback relative to the effectiveness of instructional strategies, lesson planning, and classroom management. Furthermore, Advanced Placement teachers who are new to their content are assigned a mentor AP teacher from another school in the District who provides assistance, guidance, and resources.
3. All teachers participate in ongoing Professional Development both from the District and school-site.

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

New and/or lightly experienced teachers are automatically partnered with veteran/master teachers either preferably from their same department, but from within the school minimally. These pairs meet on a regular basis. Items discussed include, but are not limited to the following: best practices, instructional strategies, effective classroom practices/routines, lesson planning, feedback pertaining to informal classroom observations and visits, etc. An example of one of our mentoring pairs is our ELL Department Chairperson with a new ELL teacher. The department chair conducts peer observations and then meets with the new teacher to debrief and provide suggestions relative to instructional strategies, classroom management, and lesson content, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core subject areas follow their respective district-mandated Pacing Guides that are aligned directly to the Florida Standards. In addition, state adopted instructional materials that are directly aligned to the Florida Standards are used as primary resources, as well. The Subject Area Cadres utilize the Pacing Guides and suggested resources when collaboratively planning and designing lessons and instructional strategies that are aligned to the Florida Standards, as well.

b. Instructional Strategies

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

Data, which is collected following the administration of Mid-year Assessments, Math, Biology, and US History Topic tests, and the FAIR is utilized on a schoolwide, subject area, and an individual teacher basis. Schoolwide and teacher-specific data reports are pulled and the data is disaggregated. The Leadership Team identifies the three weakest standards schoolwide and then identifies instructional strategies that will be implemented across the curriculum in order to further reinforce those concepts/standards. In addition, individual teachers disaggregate their own data and 1) identify their weakest standards by period, 2) identify their 5 weakest performing students per period and pair them with their 5 top performing students per period. This allows the weakest standards, which often times differ from one period to the next, to be further reinforced on a class-by-class basis, as well as for peer modeling and tutoring to occur. Furthermore, teachers use data from their own site-generated assessments to help differentiate the instruction within their own classrooms, as well.

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

Strategy: Weekend Program

Minutes added to school year: 1,440

On select weekends, additional instruction focusing on non-mastered standards is provided in Reading, Writing, Algebra 1, Geometry, Algebra 2, and Biology.

Strategy Rationale

Our Saturday Academy provides additional benchmark reinforcement on select weekends throughout the school year. During each Saturday Academy session, highly qualified teachers provide small group instruction that reinforces the weakest benchmarks that are identified through Mid-year Assessments, Topic Tests, and other schoolwide tests, thereby providing additional opportunities for remediation and support.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Clappier, Pamela, pclappier@dadeschools.net

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

Schoolwide data is collected after the administration of the Mid-year Assessment, Math, Biology, and US History Topic Tests, and the FAIR. Reports, both by individual teacher and by appropriate grade levels/subject areas are pulled and the data is disaggregated. The Leadership Team identifies the three weakest benchmarks school-wide/subject-wide and then identifies instructional strategies that will be implemented across the curriculum in order to further reinforce those concepts. In addition, individual teachers disaggregate their own data and 1) identify their weakest benchmarks by period, 2) identify their 5 weakest performing students per period and pair them with their 5 top performing students per period. This allows the weakest benchmarks to be further reinforced in each class as well as peer modeling and tutoring to occur.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

-Counselors meet with students new to our school and their parents to schedule classes and academically advise the students.
-Grade level orientations are held at the beginning of each school year. Essential information specific to that grade level is given regarding expectations, academics, etc .
- Senior and Junior Parent Night meetings are held to inform parents of academics, graduation requirements, college application and financial aid information, and activities. Parent meetings for rising 9th graders are held at our Feeder Pattern Schools starting in February and involve sharing information relative to the school, academics, magnet and academy programs, athletics, activities and the subject selection process.
- Our CAP Advisor visits students from all grade levels through English classes and facilitates

presentations about College Readiness and Awareness. Our CAP Advisor also completes Exit Interviews with all seniors prior to graduation and disseminates Information through Connect EDU.
- Each year we hold an Alumni Day where Krop graduates return to the building, visit classrooms, and speak with students about college preparation and their college experiences.

b. College and Career Readiness

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

The school offers elective courses in art, dance, music, physical education, drama, business, technology, career study, and a number of academic electives. Many of these courses focus on job-related skills and provide students with opportunities for internships. In addition, Krop Senior High offers a multitude of academic electives which assist our students when college recalculate GPA's for admission decisions. In the Spring (March), subject selection takes place with the goal of developing the most appropriate and rigorous schedule for every student. Furthermore, at various times throughout the year, administrators, counselors, and our CAP Advisor meet with students and parents (in separate meetings) to discuss College. During these conversations, specifics as to what colleges look for in their applicants, the application process, financial aid, scholarships, and various college requirements (minimum GPA's, test scores, etc.) are identified and discussed.

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

The school offers many elective courses in Career and Technical Education. These courses include Introduction to Information Technology; Digital Design 1, 2, and 3; Communications Technology 1, 2, and 3; Advanced Technology Applications; Accounting 1, 2, and 3; Culinary Arts 1, 2, and 3; International Business Systems; and NJROTC. Many of these courses focus on the development of leadership and/or job-related skills and provide students with opportunities for internships. Furthermore, many of these courses provide ample opportunities for our students to receive Technology Certifications in the areas of Adobe Illustrator, Adobe In Design, Adobe Flash, Adobe Dreamweaver; Quickbooks, and MOS Office (MS Word, PowerPoint, and Excel), thereby making those students more marketable in the workplace.

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

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to strongly encourage all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for their post-secondary education transition.

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

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its

students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to encourage all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for their post-secondary education transition.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the effectiveness of core instruction in all content areas is improved, then student achievement will increase.

Strategic Goals Detail

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

G1. If the effectiveness of core instruction in all content areas is improved, then student achievement will increase. 1a

🔍 G097003

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	40.0
Algebra I EOC Pass Rate	44.0
Math Gains	57.0
Math Lowest 25% Gains	48.0
Bio I EOC Pass	72.0
U.S. History EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- Lack of meaningful and effective planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: M-DCPS Pacing Guides, CPALMS, Florida Standards website, Florida Reading Item Specifications, ELA Learning Village resources, Reading Plus, Read 180, System 44, Imagine Learning, Achieve 3000, ELLevation, Florida Collections online resources, Close Reader, Common Core Assessments grades 9-11, Paths to College and Careers grade 11, Vocabulary for Success, Edge Reading Intervention Program (Hampton Brown), Sadlier Paths resources, Sadlier Vocabulary, Turnitin.com, Timed Readings (Jamestown Publisher), vocabularytest.com, readworks.org, readtheory.org, quizlet.com, commonlit.org, Kahn online resources, Edcite online resources, Newsla online resources, NearPod online resources, Discovery Channel online resources, PREZI, OneNote, Gizmos, Edmodo, Classflow, College Board materials, student tablets, Master Teachers (that are used for modeling), Saturday Academy tutoring, Department meetings, Cadre planning sessions, and Professional Development provided by both the school and district.

- Mathematics: M-DCPS Pacing Guides, CPALMS, Florida Standards website, Florida Mathematics Item Specifications and Practice Tests, Algebra Nation, Carnegie Learning, Gizmos, District Countdown Exercises, "Get a Five" program (for AP Calculus), Pearson Online, College Board materials, Kahoot.com, Quizlet.com, student tablets, Math Interventionist, Mu Alpha Theta peer tutoring, Saturday Academy tutoring, Master Teachers (that are used for modeling), Department meetings, Cadre planning sessions, Collaborative lunch chats, and Professional Development provided by both the school and district.

- Biology: M-DCPS Pacing Guides, CPALMS, Florida Standards website, Florida Biology Item Specifications and Practice tests, Gizmos, OneDrive, MS Word 360, Turnitin.com, Edmodo, District-generated Topic and Chapter tests, Logger Pro Graphical Analysis software, Vernier Probes and Sensors, Pearson Online, College Board materials, student tablets, Master Teachers (that are used for modeling), Cadre planning sessions, Collaborative lunch talks, Peer Observations (department chairs), Department meetings, and Professional Development provided by both the school and district.

- US History: M-DCPS Pacing Guides, CPALMS, Florida Standards website, US History Item Specifications, Glencoe Resources, McDougal Resources, M-DCPS Social Studies website, College Board materials, student tablets, Master Teachers (that are used for modeling),

Department meetings, Cadre planning sessions, and Professional Development provided by both the school and district.

- Writing: CPALMS, Florida Standards website, Turnitin.com, Common Core Rubrics, Common Core standards - Writing strand instruction, Readworks.org, Department meetings, Cadre planning sessions, and Professional Development provided by both the school and district.

- CTE - GMetrix Practice Tests, ACATESTPREP individualized instructional videos, CTE Peer Support, Adobe CC, SERSAVE Test Prep, and professional development provided by both the School and District.

Plan to Monitor Progress Toward G1. 8

Data will be collected from all applicable State, District, and school-site assessments.

Person Responsible
Pamela Clappier

Schedule
Quarterly, from 9/22/2017 to 5/25/2018

Evidence of Completion
Data disaggregation and analysis, Interim Assessments, Topic Tests, EOCs, and Florida Standards Assessment results.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If the effectiveness of core instruction in all content areas is improved, then student achievement will increase. 1

🔑 G097003

G1.B1 Lack of meaningful and effective planning. 2

🔑 B260958

G1.B1.S3 Plan for and deliver instruction that is based on standards and/or specific content benchmarks. Students will experience and master content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses in order to identify clear/appropriate future instructional paths. 4

🔑 S276324

Strategy Rationale

Teachers who develop comprehensive, well thought-out lesson plans are able to provide students with instruction that is standards-based utilizing effective instructional strategies and appropriate resources.

Action Step 1 5

Provide professional development that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Meeting Agendas, Meeting Minutes, Handouts

Action Step 2 5

Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on, but not limited to the Florida Standards, CPALMS, and M-DCPS district websites.

Person Responsible

Pamela Clappier

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, classroom walk throughs, student work folder, and assessment data

Action Step 3 `5`

Provide additional support to teachers by allowing for peer collaboration where best practices and effective resources are discussed.

Person Responsible

Pamela Clappier

Schedule

On 6/1/2018

Evidence of Completion

Collaboration notes, Lesson Plans, classroom walk throughs, student work folders, and assessment data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administrative Classroom walk-throughs, Lesson Plan reviews, and assessment data analysis will be utilized in order to determine the overall effectiveness of all implemented strategies.

Person Responsible

Pamela Clappier

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, student work folders, district and school-site assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Data from the prescribed assessments and intervention programs will be analyzed regularly in order to monitor student progress, the overall effectiveness of program delivery, and to make adjustments to instruction when needed.

Person Responsible

Humberto Brito

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

District, school-site, and intervention assessment results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.A1 🔑 A372144	Provide professional development that focuses on the meaningful planning of effective instructional...	Clappier, Pamela	8/17/2017	Meeting Agendas, Meeting Minutes, Handouts	5/17/2018 monthly
G1.MA1 🔑 M400299	Data will be collected from all applicable State, District, and school-site assessments.	Clappier, Pamela	9/22/2017	Data disaggregation and analysis, Interim Assessments, Topic Tests, EOCs, and Florida Standards Assessment results.	5/25/2018 quarterly
G1.B1.S3.MA1 🔑 M400297	Data from the prescribed assessments and intervention programs will be analyzed regularly in order...	Brito, Humberto	9/15/2017	District, school-site, and intervention assessment results.	6/1/2018 monthly
G1.B1.S3.A2 🔑 A372145	Provide additional support to teachers by modeling effective instructional strategies utilizing the...	Clappier, Pamela	8/21/2017	Lesson Plans, classroom walk throughs, student work folder, and assessment data	6/1/2018 monthly
G1.B1.S3.A3 🔑 A372146	Provide additional support to teachers by allowing for peer collaboration where best practices and...	Clappier, Pamela	9/21/2017	Collaboration notes, Lesson Plans, classroom walk throughs, student work folders, and assessment data.	6/1/2018 one-time
G1.B1.S3.MA1 🔑 M400298	Administrative Classroom walk-throughs, Lesson Plan reviews, and assessment data analysis will be...	Clappier, Pamela	8/21/2017	Lesson Plans, student work folders, district and school-site assessment data.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If the effectiveness of core instruction in all content areas is improved, then student achievement will increase.

G1.B1 Lack of meaningful and effective planning.

G1.B1.S3 Plan for and deliver instruction that is based on standards and/or specific content benchmarks. Students will experience and master content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses in order to identify clear/appropriate future instructional paths.

PD Opportunity 1

Provide professional development that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.

Facilitator

Professional Learning Support Team (PLST), Administrative Team, Department Co-Chairpersons

Participants

All content area teachers

Schedule

Monthly, from 8/17/2017 to 5/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S3.A1	Provide professional development that focuses on the meaningful planning of effective instructional strategies that target rigor within the content standards.				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$250.00
2	G1.B1.S3.A2	Provide additional support to teachers by modeling effective instructional strategies utilizing the resources on, but not limited to the Florida Standards, CPALMS, and M-DCPS district websites.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$500.00
3	G1.B1.S3.A3	Provide additional support to teachers by allowing for peer collaboration where best practices and effective resources are discussed.				$0.00
					Total:	$750.00