

Miami-Dade County Public Schools

# Ruth Owens Kruse Education Center



2015-16 School Improvement Plan

## Ruth Owens Kruse Education Center

11001 SW 76TH ST, Miami, FL 33173

<http://rok.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	86%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
Yes	No	91%

### School Grades History

<b>Year</b>	<b>2011-12</b>
<b>Grade</b>	D

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Ruth Owens Kruse Educational Center is to create an environment that fosters individual students mastery of life skills through: an integrated academic curriculum, the use technology, a comprehensive behavioral program and therapeutic service encompassing school, family, and community partnerships.

##### **Provide the school's vision statement**

Our school supports students in their quest to maximize academic, social, and behavioral functioning in order for them to become contributing members of society.

#### School Environment

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

Ruth Owens Kruse Education Center is a specialized center for students with Emotional Behavioral Disorders. The small student to teacher ratio ensures the ability to connect to all students and build relationships. Ruth Owens Kruse Educational Center has a diverse population with students of various cultures, backgrounds and abilities. The curriculum is enhanced through multicultural study and awareness. The focus of student learning is on the individual. Each student has a case manager that they see on a weekly basis. There is also daily communication between home and school and collaboration with outside agencies to ensure that each student's needs are met.

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

At Ruth Owens Kruse Educational Center we strive to provide a nurturing and safe environment for all students. Students benefit from a therapeutic classroom setting with clinical services infused throughout the school day. There is continuous supervision throughout the school day. There is also a school wide Positive Behavior Support system and Anti- Bullying instruction to ensure that students feel safe and respected. We are in constant communication with all stakeholders to ensure a safe learning environment.

##### **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**

Ruth Owens Kruse Educational Center is designed as a therapeutic environment setting with clinical services infused throughout the school day. Our staff is trained in Crisis Intervention and we offer psychiatric and nursing services. We collaborate with outside psychiatric and psychological agencies to ensure that the student's social –emotional needs are met in all areas. Every student has a case manager assigned to them and receives weekly individual counseling. We also offer group therapy and art therapy to students that are in need of the service. Every student has a Behavior Intervention Plan where we can identify a specific problem behavior and design an individual plan to help overcome the behavior. The individual Behavioral Intervention Plan ensures a safe and productive environment for all students and adults.



**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**

Ruth Owens Kruse Educational Center uses a school wide behavior system that implements positive behavior strategies that will replace disruptive behaviors and create a safe and supportive environment for students and staff. Every student has a Behavior Intervention Plan where we can identify the problem behavior and design an individual plan to help overcome the behavior. The individual Behavior Intervention Plan ensures a safe and productive environment for all students and adults. Behavioral expectations are clearly posted and continuously discussed. Behavior is monitored through an individualized point sheet that targets each student's Priority Educational Need. The point sheet corresponds to a school wide 5- Level System. The level system is supported by a token economy, where points are exchanged for reinforcers. Students are provided with small group instruction on social skills, self-advocacy and self-regulatory behaviors.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Every student has an Individualized Education Plan where their specific educational, behavioral and emotional needs are identified and supported. Ruth Owens Kruse Educational Center is a specialized center for students with Emotional Behavioral Disorders. The small student teacher ratio ensures that specific learning barriers are targeted.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (frequent hospitalizations)
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

*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	1	1	1	1	2	3	2	11	15	12	11	11	26	97
One or more suspensions	0	0	1	1	1	4	4	3	8	6	7	6	9	50
Course failure in ELA or Math	0	0	0	0	0	0	2	0	4	2	4	2	3	17
Level 1 on statewide assessment	0	0	0	2	7	13	10	21	12	13	5	0	0	83

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

Indicator	Grade Level							Total
	5	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	8	7	4	1	2	5	32

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

There are several intervention strategies employed by our school to improve academic performance. Every student has an Individualized Education Plan where their specific educational, behavioral and emotional needs are identified and supported. Students with a non passing score on the Florida Standards Assessment (FSA) in Mathematics and Reading will receive intensive instruction. We also implemented a school wide Positive Behavioral Support system in effort to reduce suspensions to ensure that time out of school is reduced. The curriculum is also supported through supplemental instructional software.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### *PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191082>.

#### *Description*

A PIP has been uploaded for this school or district - see the link above.

**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**

At Ruth Owens Kruse Educational Center we collaborate and build partnerships with local businesses that serve as our community partners. These partners offer support through donations to our token economy system and various school projects. The community partners also assist us with job shadowing opportunities so that students may learn skills needed for future employment. Students also have the opportunity to participate in Community Based Vocational Education programs (CBVE) where students can practice the skills needed to transition to the community and independent living. Community involvement of the students is fostered through volunteer services at the Homeless Assistance Center. Community partners are also part of our Educational Excellence School Advisory Committee and attend meetings so that they may offer support needed.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Rodriguez, Angel	Principal
McGinnis, Cathleen	Assistant Principal
Adams, Constance	Teacher, ESE
Schaub, Lorraine	Teacher, ESE
Correa, Karolyn	SAC Member
Mendez, Ana	Teacher, ESE
Nunes, Jana	Teacher, Career/Technical
Anteen, Joy	Teacher, ESE
Love, Mamie	Teacher, ESE
Brown, Kieaita	Teacher, ESE
Sirker, Ninfa	Teacher, ESE
Tie-Shue, Summer	Instructional Coach
Suarez, Mayte	Teacher, ESE
Valdes, Lisette	Teacher, ESE
Lantigua, Adriel	Teacher, ESE
Martinez, Yvonne	Other

### Duties

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

The following team members are responsible for overseeing the daily operations of the school site.

- Dr. Angel Rodriguez, Principal
- Cathleen McGinnis, Assistant Principal

The following team members are responsible for reviewing documents in order to comply with FLDOE and MDCPS regulations.

- Ana Mendez-Londono, Program Specialist
- Dr. Yvonne Martinez, Staffing Specialist

The following team members are responsible for providing curriculum support and sharing best practices.

- Summer Tie Shue, Reading Coach
- Lorraine Schaub, LA Dept. Chair
- Adriel Lantigua, Math Dept. Chair
- Mayte Suarez, SS Dept. Chair
- Kieaita Brown, Science Dept. Chair

The following team members are responsible for providing grade level support and sharing best practices.

- Ninfa Sirker, Elem. Team Leader
- Lisette Valdes, Middle School Team Leader
- Joy Anteen, High School Team Leader
- Mamie Love, Special Diploma Team Leader
- Karolyn Correa, Transition/BLOOM Team Leader

The following team members are responsible for providing clinical and behavioral support.

- Tuwana Lewis, School guidance counselor
- Gordon Parkin, School psychologist

- Carmen Fernandez-Valle, School social worker
- Constance Adams, PBS Team Leader

**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 process through which Ruth Owens Kruse Educational Center leaders identify and align all available resources is through effective communication and sharing of best practices at weekly team meetings and monthly department meetings. Curriculum leaders meet monthly to discuss strategies to disseminate to departments. By using the gradual release model leaders are able to share state and local mandated curriculum in a consistent method to ensure appropriate implementation within specific timelines. Ruth Owens Kruse is a specialized EBD center; therefore bimonthly clinical meetings are crucial, and provide behavioral support to the academic process. Resources used to enrich education include IDEA funds and ESSAC funds. The percentage of students of free or reduced is 81.7%, therefore additional funding is provided through Title 1.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Angel Rodriguez	Principal
Peggy Slott	Teacher
Karolyn Correa	Teacher
Diane Isern	Teacher
Myleen Quintana	Teacher
Ana San Roman	Teacher
Lorraine Schaub	Teacher
Mayte Suarez	Teacher
Milagros De La Uz	Education Support Employee
Tee Greer	Education Support Employee
Marie Braceiro	Parent
Amelia Garcia	Parent
Althea Martin	Parent
Jose Garcia	Business/Community
Isabel Simon	Education Support Employee
Nicole Martinez	Parent
Anais A. Sanchez	Parent
Samantha Sanders	Parent
Thomas Roy	Parent
	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***Evaluation of last year's school improvement plan*

The School Advisory Council met and reviewed 2014-2015 School Improvement Plan (SIP) The committee analyzed the data to determine the elimination or reduction of barriers, along with the development of goals for the 2015-2016 school year.

*Development of this school improvement plan*

The School Advisory Council:

- \*Schedule and conduct meetings on a regular basis;
- \*Review all applicable student performances data;
- \*Determine the students' needs and prioritize them;
- \*Recommend strategies to improve areas of need;
- \*Assist in the preparation and evaluation of the School Improvement Plan

*Preparation of the school's annual budget and plan*

In ensuring that all teachers and students are trained and ready to strategically reduce or eliminate the barriers on the School Improvement Plan, it was agreed that the budget should end of year awards and student motivational incentives for academic and behavioral achievement.

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

The \$894.00 School Advisory Council funds allocated to Ruth Owens Kruse will be used to help reduce suspensions and motivate students. Funds will be used to purchase awards and other incentives linked to the school-wide Positive Behavior Support (PBS) initiative.

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

Yes

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

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Anteen, Joy	Teacher, ESE
Tie-Shue, Summer	Instructional Coach
Valdes, Lisette	Teacher, ESE
Schaub, Lorraine	Teacher, ESE
Quintana, Myleen	Teacher, ESE
McGinnis, Cathleen	Assistant Principal
Rodriguez, Angel	Principal
Sirker, Ninfa	Teacher, ESE
Love, Mamie	Teacher, ESE
Nunes, Jana	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the Literacy Leadership Team will be to promote a school-wide focus on literacy and reading achievement. Staff will focus instruction using the Florida Standards and the Florida Alternate Assessment Access Points that will be monitored by administration. The major initiatives will also involve reviewing progress monitoring data at the grade level and classroom level. This monitoring will identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Positive working relationships are encouraged through Professional Learning Communities, where all teachers share best practices. All teachers have a daily common planning. Department meetings are held monthly to discuss curriculum, behavior strategies are supported through bi-weekly team meetings. Instructional support is also offered through the reading coach and department chairs. Behavioral strategies are supported through the Positive Behavioral Support team leader and clinicians. Individual Education Plan (IEP) meetings are conducted as a team to ensure that student's academic and behavioral needs are met. Mentoring by an experienced colleague is also available to new teachers.

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

The school will collaborate with local colleges and universities to provide practicum and internship opportunities for prospective teachers. While interning at the school they will be given guidance and assistance on how to successfully teach students with special needs. This process will allow for the school to recruit teachers who have the necessary skills to teach the students at this school. Teachers are provided with mentoring and guidance through sharing of best practices and professional development opportunities.

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

New teacher(s) will be mentored by an experienced teacher. They will meet weekly to collaborate, review lessons and assessments, and provide assistance with behavioral management. The mentor will observe the beginning teacher and provide constructive feedback using specific protocols and feedback tools.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Professional development opportunities are coordinated through our in house professional development liaison. Teachers and staff are provided professional development in instructional best practices. All textbooks and teaching materials are aligned to the Florida State Standards. Intensive reading classes are supported to specialized reading programs with technology support.

**Instructional Strategies**

**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 obtained from district and state assessments is used in combination with the student Individualized Educational Plan to ensure that each student receives direct specialized instruction for the majority of learning activities. The low student teacher ratio gives teachers the ability to differentiate instruction specific to students' academic needs. Testing is administered in a small group setting in order to minimize distractions and ensure the best performance by the students. Curriculum is also supported through supplemental instructional software and intensive instruction in Mathematics and Reading courses.

**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:** Extended School Day

**Minutes added to school year:** 10,800

Implementation of enrichment programs and activities that enhance the curriculum.

**Strategy Rationale**

Provide students with a variety of experiences to broaden their knowledge and perspective.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mendez, Ana, amendez@dadeschools.net

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

Instructional staff will gather and analyze data on a continuous basis (Success Maker Reports, Reading Plus Reports,i-Ready, Unique Learning Reports, review AMO). Reports will be utilized to modify differentiated instruction groups as necessary. Baseline data and subgroups will be reviewed to analyze grade level trend. During monthly "Data Chats" effective strategies will be developed with instructional staff and Assistant Principal.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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



Instruction at Ruth Owens Kruse Educational Center is directed primarily through the student's Individualized Education Plan. Multidisciplinary team members meet to discuss the educational and behavioral needs of the student and determine an appropriate course of study. The M-Team also decides the least restrictive environment where the students can access their free and appropriate education.

## College and Career Readiness

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications.

Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

A partnership with a nearby vocational skills center will provide students with a job skills program that will allow students the opportunity.

This will provide students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

Ruth Owens Kruse provides students with the opportunity to explore career opportunities by providing academic and vocational training in a structured, nurturing environment. Partnerships with Glades Middle school, Miami Killian Senior High, and Cici Pizza, in addition to instructional programs such as Community Based Vocational Education, Project Victory, and Project STRIVE @JRE Lee help offer career preparation and work-related experiences in a variety of fields. This ensures that students have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

Ruth Owens Kruse' Educational Center offers both standard and standard via Access diploma options for students who successfully complete all district and state required courses. Historically, student grades and scores are below the District and State averages. However, students who perform higher on the Reading Florida State Assessment (FSA) and Algebra/Geometry EOC exams are encouraged to take the SAT, ACT and/or PERT, in order to determine their readiness for post-secondary academia.

***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***

Ruth Owens Kruse Educational Center offers two extra periods where students on a standard track can make up necessary credits for graduation. Students on a Standard via Access diploma track that meet graduation criteria, may defer their graduation to further enhance their education to access a free and appropriate education through the age of 22.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification



### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **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:

.

### **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.

### **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” 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.

---

## 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.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas.** 1a

G074786

**Targets Supported** 1b

Indicator	Annual Target
Writing Gains District Assessment	5.0

**Resources Available to Support the Goal** 2

- ELA: i-Ready, e-books, middle school enrichment, Unique Learning
- Math: i-Ready, middle school enrichment, Unique Learning
- Science: Discovery Learning, Time For Kids
- Technology: Tablets, Promethean Boards

**Targeted Barriers to Achieving the Goal** 3

- The school does not have instructional coaches

**Plan to Monitor Progress Toward G1.** 8

District mid-year and end of year assessments

**Person Responsible**

Cathleen McGinnis

**Schedule**

Semiannually, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Student score reports

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G074786

**G1.B2** The school does not have instructional coaches **2**

 B195280

**G1.B2.S1** Implement strategies learned by selected teachers in PD opportunities as an instructional tool to assist other teachers in developing lessons and strategies. These lessons and strategies will support students in content and skills acquisition to improve student achievement. **4**

 S206924

### Strategy Rationale

Provide Professional Development (PD) opportunities to selected teachers in effort to increase their knowledge of core content areas to disseminate and train peers to implement lessons that will promote student achievement.

### Action Step 1 **5**

Identify teachers selected as core instructional coaches and provide them with Professional Development (PD) opportunities.

#### Person Responsible

Constance Adams

#### Schedule

Semiannually, from 9/14/2015 to 5/31/2016

#### Evidence of Completion

PD logs, evaluations and follow up activities

## Action Step 2 5

Core instructional coaches will disseminate information through "in house" professional development sessions.

### **Person Responsible**

Constance Adams

### **Schedule**

Quarterly, from 9/14/2015 to 5/31/2016

### **Evidence of Completion**

Agenda, minutes, Sign in sheets, implementation of the strategies by teachers

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Instructional coaches will visit classroom and provide teachers with instructional strategies.

### **Person Responsible**

Constance Adams

### **Schedule**

Monthly, from 9/14/2015 to 5/31/2016

### **Evidence of Completion**

Classroom visitation logs, student data and data chats, lesson plans

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional coaches will revisit classrooms and provide teachers with feedback on the use of instructional strategies.

### **Person Responsible**

Constance Adams

### **Schedule**

Monthly, from 9/14/2015 to 5/31/2016

### **Evidence of Completion**

Classroom visitation logs, student data and data chats, lesson plans, student work samples

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Identify teachers selected as core instructional coaches and provide them with Professional Development (PD) opportunities.	Adams, Constance	9/14/2015	PD logs, evaluations and follow up activities	5/31/2016 semiannually
G1.B2.S1.A2	Core instructional coaches will disseminate information through "in house" professional development sessions.	Adams, Constance	9/14/2015	Agenda, minutes, Sign in sheets, implementation of the strategies by teachers	5/31/2016 quarterly
G1.MA1	District mid-year and end of year assessments	McGinnis, Cathleen	9/14/2015	Student score reports	5/31/2016 semiannually
G1.B2.S1.MA1	Instructional coaches will revisit classrooms and provide teachers with feedback on the use of instructional strategies.	Adams, Constance	9/14/2015	Classroom visitation logs, student data and data chats, lesson plans, student work samples	5/31/2016 monthly
G1.B2.S1.MA1	Instructional coaches will visit classroom and provide teachers with instructional strategies.	Adams, Constance	9/14/2015	Classroom visitation logs, student data and data chats, lesson plans	5/31/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B2** The school does not have instructional coaches

**G1.B2.S1** Implement strategies learned by selected teachers in PD opportunities as an instructional tool to assist other teachers in developing lessons and strategies. These lessons and strategies will support students in content and skills acquisition to improve student achievement.

### **PD Opportunity 1**

Identify teachers selected as core instructional coaches and provide them with Professional Development (PD) opportunities.

#### **Facilitator**

Miami Dade District PD

#### **Participants**

Constance Adams, Instructional Coaches

#### **Schedule**

Semiannually, from 9/14/2015 to 5/31/2016

### **PD Opportunity 2**

Core instructional coaches will disseminate information through "in house" professional development sessions.

#### **Facilitator**

Myleen Quintana, PD Liaison, Constance Adams, Instructional coaches

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 9/14/2015 to 5/31/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>						
1	G1.B2.S1.A1	Identify teachers selected as core instructional coaches and provide them with Professional Development (PD) opportunities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	140-Substitute Teachers	8181 - Ruth Owens Kruse Education Center	General Fund	160.0	\$1,000.00
<i>Notes: Sub coverage for instructional coaches</i>						
2	G1.B2.S1.A2	Core instructional coaches will disseminate information through "in house" professional development sessions.				\$0.00
					<b>Total:</b>	<b>\$1,000.00</b>