

Miami-Dade County Public Schools

Ruth Owens Kruse Education Center



2016-17 Schoolwide Improvement Plan

Ruth Owens Kruse Education Center

11001 SW 76TH ST, Miami, FL 33173

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	90%

School Grades History

Year	2011-12	2011-12	2011-12	2011-12
Grade				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 a monitoring status of "Former F" (see page 4). 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>.

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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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Ruth Owens Kruse Education Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

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

Ruth Owens Kruse Educational Center is a specialized center for students with Emotional Behavioral Disorders (EBD). 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 being met.

b. 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. A school wide Positive Behavior Support (PBS) system, Values Matter, and Anti- Bullying curriculum are utilized to ensure that students feel safe and respected. We are in constant communication with all stakeholders to ensure a safe learning environment.

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.

Ruth Owens Kruse Educational Center is designed as a therapeutic safe environment setting with clinical services infused throughout the school day. Our staff are trained in Crisis Management (SCM) and we offer 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 they receive 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 (BIP) where we identify a specific problem behavior and design an individual plan to help overcome the behavior. The individual BIP ensures a safe and productive environment for all students and adults.

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.

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 BIP where we can identify the problem behavior and design an individual plan to help overcome the behavior. The BIP 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 (PEN). 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 in social skills, self-advocacy and self-regulatory behaviors.

3. Early Warning Systems

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

a. 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 (IEP) where their specific educational, behavioral and emotional needs are identified and supported. Ruth Owens Kruse Educational Center is a specialized center for students with EBD. 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 frequent hospitalizations.
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	5	0	8	7	4	1	2	5	32	

c. 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 IEP 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 PBS system in an effort to promote a productive learning environment. The curriculum is also supported through supplemental instructional software.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

1.

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.

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, Publix, and Cici's Pizza. Community partners are also part of our Educational Excellence School Advisory Committee (EESAC), and attend meetings so that they may offer support needed.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Whitehead, Ora	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
Lewis, Tuwanna	School Counselor
Martinez, Yvonne	Other

b. Duties

1. 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.

- Nicole Berge'- MacInnes 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
- Constance Adams, PBS Team Leader

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 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 Educational Center 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 Individual with Disabilities Act (IDEA) funds and EESAC funds. The percentage of students on free or reduced lunch is 85.7%, therefore additional funding is provided through Title I.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
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
Amelia Garcia	Business/Community
Althea Martin	Parent
Isabel Simon	Education Support Employee
Samantha Sanders	Parent
Thomas Roy	Parent
Nicole Berge-MacInnes	Principal
Patricia Palacios	Parent
Yorgery Cabrera	Parent
Mercedes Morejon	Parent
Christina Padrino	Parent
Alina Navarro	Parent

b. Duties

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

The School Advisory Council (SAC) met and reviewed 2015-2016 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 2016-2017 school year.

b. 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; and
- *Assist in the preparation and evaluation of the School Improvement Plan.

c. 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 SIP, it was agreed that the budget should be used for end of year awards and student motivational incentives for academic and behavioral achievement.

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

The \$878.00 SAC funds allocated to Ruth Owens Kruse will be used to motivate students. Funds will be used to purchase awards and other incentives linked to the school-wide PBS initiative.

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
Anteen, Joy	Teacher, ESE
Tie-Shue, Summer	Teacher, ESE
Schaub, Lorraine	Teacher, ESE
McGinnis, Cathleen	Assistant Principal
Whitehead, Ora	Principal
Nunes, Jana	Teacher, K-12
Lantigua, Adriel	Teacher, ESE
Brown, Kieaita	Teacher, ESE
Suarez, Mayte	Teacher, ESE

b. Duties

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

The major initiatives of the Literacy Leadership Team (LLT) will be to promote a school-wide focus on Literacy and Reading achievement. Staff will focus instruction using the Florida Standards and the Florida Standards modified curriculum 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 increasing infrastructure and making decisions about implementation that will facilitate reading comprehension.

D. Public and Collaborative Teaching

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

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

Positive school culture is fostered through team building opportunities and PLC's where all teachers share best practices. All teachers have a daily common planning. Department meetings are held monthly to discuss curriculum, behavior strategies and 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.

2. 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 recruitment of teachers who have the necessary skills to teach the students at Ruth Owens Kruse Educational Center. Teachers are provided with mentoring and guidance through sharing of best practices and professional development opportunities.

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

New teacher(s) will be mentored by a Mentoring and Induction for New Teachers (MINT) Mentor. 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.

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.

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 through specialized reading programs with technology support.

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 obtained from District and State assessments is used in combination with the student IEP 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.

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: Extended School Year

Minutes added to school year: 6,000

Review and maintain previously learned academic and behavioral skills.

Strategy Rationale

Provide students with the opportunity to review and maintain previously learned academic and behavioral skills.

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 (Reading Plus Reports, i-Ready, Mid-year Assessments, Unique Learning Reports, review AMO, EOC, FSA and FSAA data). Reports will be utilized to modify differentiated instruction groups as necessary. Baseline data and subgroups will be reviewed to analyze grade level trends. During monthly "Data Chats" effective strategies will be developed with instructional staff and the Assistant Principal.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 IEP. Multidisciplinary Team (M-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.

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.

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

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

Ruth Owens Kruse Educational Center 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's Pizza, in addition to instructional programs such as Community Based Vocational Education, Publix, 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 to acquire the skills necessary to take advantage of those opportunities.

3. 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.

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.

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 and access a free and appropriate education through the age of 22.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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" 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

 = 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"), 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. To increase student achievement by improving core instruction in all content areas. 1a

G087688

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	1.0
Math Achievement District Assessment	1.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge on how to interpret student achievement data.
- Staff in need of training involving the PBS System.
- Need for improved school moral.
- Lack of teacher training on digital resources and tools.
- Collaboration and instructional planning within and across departments regarding the use of researched based Reading, Writing, and problem-solving strategies is hindered by time constraints.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Cross-Curricular professional development opportunities.
- Department Chairs and PD Liaison will provide support and training for PLC.
- Utilization of District PD resources.
- Computer lab facilities, equipment, and materials.
- Data chats with students, teachers, and administrators.
- Vertical and horizontal teaming.

Plan to Monitor Progress Toward G1. 8

The Administrative Team will monitor team meetings where best practices and student data is shared. The Administrative Team will also review samples of student work, Individualized Education Plans (IEP), Behavioral Intervention Plans (BIP), staff attendance logs, student referrals, and review scores on the Mid-Year Assessments to determine the effectiveness of the strategy and action steps.

Person Responsible

Ora Whitehead

Schedule

Quarterly, from 9/5/2016 to 6/5/2017

Evidence of Completion

IEP, BIP, Mid-Year Assessments, staff attendance logs, and student referrals.

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**

 G087688

G1.B1 Teacher knowledge on how to interpret student achievement data. **2**

 B233128

G1.B1.S1 Provide Professional Development (PD) opportunities to learn to interpret data as a means to drive instruction. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. **4**

 S246065

Strategy Rationale

Stakeholders will use data to drive instruction and planning.

Action Step 1 **5**

School based professional development sessions will focus on data collection and interpretation techniques.

Person Responsible

Myleen Quintana

Schedule

Semiannually, from 9/5/2016 to 6/5/2017

Evidence of Completion

Meeting agendas, Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives in data analysis and interpretation and provide support as needed.

Person Responsible

Mayte Suarez

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Professional development documentation, as outlined by the Miami Dade Public Schools Office of Professional Development and Evaluation, lesson plans, student work, direct observations from classroom walk-throughs, and debriefing of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administrative team will review samples of data disaggregation and data driven lessons across content areas to determine the effectiveness of the strategy and action steps.

Person Responsible

Cathleen McGinnis

Schedule

Monthly, from 9/5/2016 to 6/5/2017


Evidence of Completion

Student work samples Scores of Mid-Year Assessment, sign sheets and agendas

G1.B2 Staff in need of training involving the PBS System. 2

 B233129

G1.B2.S1 Provide Professional Development (PD) opportunities to Instructional and support staff as an instructional tool to assist them in implementing strategies to promote positive behaviors in the classroom. These lessons and strategies will support students in acquiring and maintaining appropriate behavior to promote a productive learning environment. 4

 S246066

Strategy Rationale

Provide Professional Development (PD) opportunities to instructional and support staff in an effort to increase their knowledge on the effective use of Positive Behavioral Support strategies.

Action Step 1 5

Provide professional development opportunities on the use of PBS strategies to promote effective coping skills and productive learning.

Person Responsible

Myleen Quintana

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

PD logs, evaluations and follow up activities

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

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through PBS strategies as well as provide support as needed.

Person Responsible

Constance Adams

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student point sheets, Functional Assessment of Behavior (FAB), BIP, direct observation from classroom walk-throughs and debriefing with teachers.

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

The Administrative Team will monitor team meetings where best practices and student behavioral progress is shared. The Administrative Team will also review annual IEP and BIP to determine the effectiveness of the strategy and action steps.

Person Responsible

Ora Whitehead

Schedule

Monthly, from 9/5/2016 to 6/5/2017


Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student point sheets, FAB, BIP, direct observation from classroom walk-throughs and debriefing with teachers.

G1.B3 Need for improved school moral. 2

 B233130

G1.B3.S1 Provide Professional Development (PD) opportunities to teachers and support staff using team building activities to promote a positive school culture. 4

 S246067

Strategy Rationale

Stakeholders will work cooperatively toward school-wide goals and initiatives.

Action Step 1 5

School-based professorial development will focus on promoting school-wide positive culture.

Person Responsible

Myleen Quintana

Schedule

Triannually, from 9/5/2016 to 6/5/2017

Evidence of Completion

Meeting agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Leadership Team will monitor and observe evidence of implementation of school-wide initiatives through team building exercises.

Person Responsible

Mayte Suarez

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, staff attendance, student referrals, direct observation from classroom walk-throughs and debriefing with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Leadership Team will monitor staff attendance and student referrals.

Person Responsible

Cathleen McGinnis

Schedule

Monthly, from 9/5/2016 to 6/5/2017


Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, staff attendance, student referrals, direct observation from classroom walk-throughs and debriefing with teachers.

G1.B4 Lack of teacher training on digital resources and tools. **2**

 B233131

G1.B4.S1 Provide Professional Development (PD) opportunities for Instructional and support staff on effective digital fluency. **4**

 S246068

Strategy Rationale

Assist teachers and support staff to incorporate grade level tools and resources to enhance digital integration in the curriculum.

Action Step 1 **5**

School-based professional development on resources available to enhance the curriculum, through digital integration.

Person Responsible

Myleen Quintana

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Meeting Agenda, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through the use of academic skills and resources to enhance digital integration in the curriculum.

Person Responsible

Mayte Suarez

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, direct observation from classroom walk-throughs and debriefing with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administrative Team will monitor team meetings where best practices on Digital Fluency is being reviewed to to determine the effectiveness of the strategy and action plan.

Person Responsible

Cathleen McGinnis

Schedule

Monthly, from 9/5/2016 to 6/5/2017


Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, direct observation from classroom walk-throughs and debriefing with teachers.

G1.B5 Collaboration and instructional planning within and across departments regarding the use of researched based Reading, Writing, and problem-solving strategies is hindered by time constraints. 2

 B233132

G1.B5.S1 Implement collaborative structures for effective planning and instructional delivery through horizontal and vertical teams within and across content areas in order to address objectives outline in the FLDOE course descriptions, and Florida Standards where applicable. 4

 S246069

Strategy Rationale

Stakeholder-led collaborative conversation as a professional development framework encourage the exchange of ideas and strategies for best practices. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to drive instruction and planning.

Action Step 1 5

School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Person Responsible

Cathleen McGinnis

Schedule

Monthly, from 9/5/2016 to 7/7/2017

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives across all content areas as well as provide support as needed.

Person Responsible

Cathleen McGinnis

Schedule

Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student work, direct observation from classroom walk-through and debriefing with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The Administrative Team will review samples of student work in English/Language Arts, Math, Social Studies, and Science located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on the Mid-Year Assessments to determine the effectiveness of the strategy and action steps.

Person Responsible

Ora Whitehead

Schedule






Monthly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M332202	The Administrative Team will monitor team meetings where best practices and student data is shared....	Whitehead, Ora	9/5/2016	IEP, BIP, Mid-Year Assessments, staff attendance logs, and student referrals.	6/5/2017 quarterly
G1.B1.S1.MA1  M332192	The administrative team will review samples of data disaggregation and data driven lessons across...	McGinnis, Cathleen	9/5/2016	Student work samples Scores of Mid-Year Assessment, sign sheets and agendas	6/5/2017 monthly
G1.B1.S1.MA1  M332193	The Administrative Team will monitor and observe evidence of implementation of school-wide...	Suarez, Mayte	9/5/2016	Professional development documentation, as outlined by the Miami Dade Public Schools Office of Professional Development and Evaluation, lesson plans, student work, direct observations from classroom walk-throughs, and debriefing of teachers.	6/5/2017 monthly
G1.B1.S1.A1  A318908	School based professional development sessions will focus on data collection and interpretation...	Quintana, Myleen	9/5/2016	Meeting agendas, Sign in sheets	6/5/2017 semiannually
G1.B2.S1.MA1  M332194	The Administrative Team will monitor team meetings where best practices and student behavioral...	Whitehead, Ora	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student point sheets, FAB, BIP, direct observation from classroom walk-throughs and debriefing with teachers.	6/5/2017 monthly
G1.B2.S1.MA1  M332195	The Administrative Team will monitor and observe evidence of implementation of school-wide...	Adams, Constance	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student point sheets, Functional Assessment of Behavior (FAB), BIP, direct observation from classroom walk-throughs and debriefing with teachers.	6/5/2017 monthly
G1.B2.S1.A1  A318909	Provide professional development opportunities on the use of PBS strategies to promote effective...	Quintana, Myleen	9/5/2016	PD logs, evaluations and follow up activities	6/5/2017 monthly
G1.B3.S1.MA1  M332196	The Leadership Team will monitor staff attendance and student referrals.	McGinnis, Cathleen	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, staff attendance, student referrals, direct observation from classroom walk-throughs and debriefing with teachers.	6/5/2017 monthly
G1.B3.S1.MA1  M332197	The Leadership Team will monitor and observe evidence of implementation of school-wide initiatives...	Suarez, Mayte	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, staff attendance, student referrals, direct observation from classroom walk-throughs and debriefing with teachers.	6/5/2017 monthly
G1.B3.S1.A1  A318910	School-based professorial development will focus on promoting school-wide positive culture.	Quintana, Myleen	9/5/2016	Meeting agendas, sign-in sheets	6/5/2017 triannually
G1.B4.S1.MA1  M332198	The Administrative Team will monitor team meetings where best practices on Digital Fluency is being...	McGinnis, Cathleen	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of	6/5/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Professional Development and Evaluations, lesson plans, direct observation from classroom walk-throughs and debriefing with teachers.	
G1.B4.S1.MA1  M332199	The Administrative Team will monitor and observe evidence of implementation of school-wide...	Suarez, Mayte	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, direct observation from classroom walk-throughs and debriefing with teachers.	6/5/2017 monthly
G1.B4.S1.A1  A318911	School-based professional development on resources available to enhance the curriculum, through...	Quintana, Myleen	9/5/2016	Meeting Agenda, Sign-in Sheets	6/5/2017 monthly
G1.B5.S1.MA1  M332200	The Administrative Team will review samples of student work in English/ Language Arts, Math, Social...	Whitehead, Ora	9/5/2016	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessments	6/5/2017 monthly
G1.B5.S1.MA1  M332201	The Administrative Team will monitor and observe evidence of implementation of school-wide...	McGinnis, Cathleen	9/5/2016	Professional Development documentation as outlined by Miami Dade County Public Schools Office of Professional Development and Evaluations, lesson plans, student work, direct observation from classroom walk-through and debriefing with teachers.	6/5/2017 monthly
G1.B5.S1.A1  A318912	School-based professional development will focus on school-wide initiatives such as collaboration...	McGinnis, Cathleen	9/5/2016	Meeting Agendas and Sign-In Sheets	7/7/2017 monthly

V. 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.B1 Teacher knowledge on how to interpret student achievement data.

G1.B1.S1 Provide Professional Development (PD) opportunities to learn to interpret data as a means to drive instruction. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

School based professional development sessions will focus on data collection and interpretation techniques.

Facilitator

Quintana, Myleen

Participants

Instructional staff

Schedule

Semiannually, from 9/5/2016 to 6/5/2017

G1.B2 Staff in need of training involving the PBS System.

G1.B2.S1 Provide Professional Development (PD) opportunities to Instructional and support staff as an instructional tool to assist them in implementing strategies to promote positive behaviors in the classroom. These lessons and strategies will support students in acquiring and maintaining appropriate behavior to promote a productive learning environment.

PD Opportunity 1

Provide professional development opportunities on the use of PBS strategies to promote effective coping skills and productive learning.

Facilitator

Quintana, Myleen

Participants

Instructional and Support staff

Schedule

Monthly, from 9/5/2016 to 6/5/2017

G1.B3 Need for improved school moral.

G1.B3.S1 Provide Professional Development (PD) opportunities to teachers and support staff using team building activities to promote a positive school culture.

PD Opportunity 1

School-based professional development will focus on promoting school-wide positive culture.

Facilitator

Quintana, Myleen

Participants

Instructional and Support Staff

Schedule

Triannually, from 9/5/2016 to 6/5/2017

G1.B4 Lack of teacher training on digital resources and tools.

G1.B4.S1 Provide Professional Development (PD) opportunities for Instructional and support staff on effective digital fluency.

PD Opportunity 1

School-based professional development on resources available to enhance the curriculum, through digital integration.

Facilitator

Quintana, Myleen

Participants

Instructional and Support Staff

Schedule

Monthly, from 9/5/2016 to 6/5/2017

G1.B5 Collaboration and instructional planning within and across departments regarding the use of researched based Reading, Writing, and problem-solving strategies is hindered by time constraints.

G1.B5.S1 Implement collaborative structures for effective planning and instructional delivery through horizontal and vertical teams within and across content areas in order to address objectives outline in the FLDOE course descriptions, and Florida Standards where applicable.

PD Opportunity 1

School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Facilitator

Myleen Quintanta

Participants

Instructional Staff

Schedule

Monthly, from 9/5/2016 to 7/7/2017

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.S1.A1	School based professional development sessions will focus on data collection and interpretation techniques.	\$0.00
2	G1.B2.S1.A1	Provide professional development opportunities on the use of PBS strategies to promote effective coping skills and productive learning.	\$0.00
3	G1.B3.S1.A1	School-based professorial development will focus on promoting school-wide positive culture.	\$0.00
4	G1.B4.S1.A1	School-based professional development on resources available to enhance the curriculum, through digital integration.	\$0.00
5	G1.B5.S1.A1	School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.	\$0.00
Total:			\$0.00