

Miami-Dade County Public Schools

# Ruth Owens Kruse Education Center



2017-18 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)	2016-17 Title I School	2016-17 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	92%

### 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 that has a school grade of D or F.

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for Ruth Owens Kruse Education Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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 based on individual needs of the student. Each student has a Individual Educational Plan (IEP), a Functional Assessment of Behavior (FAB), a Behavioral Intervention Plan (BIP), and 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 environment setting with clinical services infused throughout the school day. Our staff are trained in Safe 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 Functional Assessment of Behavior (FAB) and 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 Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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 an Emotional Behavioral Disabilities (EBD) and/or other significant disabilities. 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	2	0	0	3
Level 1 on statewide assessment	0	0	0	3	3	4	3	5	9	4	10	14	12	67

**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	2	3	4	3	5	9	4	1	6	4	41	

**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 English Language Arts will receive intensive instruction. We also implement a school wide PBS system in an effort to promote a productive learning environment. The curriculum is also supported through supplemental instructional software. Student's absences are carefully monitored and various strategies and interventions are developed in conjunction with the PBS system and are implemented to ensure student attendance.

**B. Family and Community Engagement**

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

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/484961>.

**2. Description**

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

**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. Students participate in community involvement that 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**

**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	Teacher, ESE
Mendez, Ana	Teacher, ESE
Nunes, Jana	Teacher, Career/Technical
Anteen, Joy	Teacher, ESE
Love, Mamie	Teacher, ESE
Tie-Shue, Summer	Teacher, ESE
Suarez, Mayte	Teacher, ESE
Lantigua, Adriel	Teacher, ESE
Lewis, Tuwanna	School Counselor
Martinez, Yvonne	Other
Roldan, Eileen	Teacher, ESE
Samuel, Khalilah	Teacher, ESE
Jones, Tiffany	Teacher, ESE

## **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, Teacher
- Lorraine Schaub, Language Arts Department Chairperson
- Adriel Lantigua, Math Department Chairperson
- Mayte Suarez, Social Science Department Chairperson
- Eileen Roldan, Science Department Chairperson

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

- Khalilah Samuel, Elem. Team Leader
- Tiffany Jones, Middle School Team Leader
- Joy Anteen, High School Team Leader
- Mamie Love, Standard Access 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 Liaison

**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 and monthly health consultations are crucial, and provide behavioral support to the academic process. Resources used to enrich education include the Individual with Disabilities Act (IDEA) funds and EESAC funds. The percentage of students on free or reduced lunch is 92% 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
Tee Greer	Education Support Employee
Althea Martin	Parent
Isabel Simon	Education Support Employee
Samantha Sanders	Parent
Nicole Berge-MacInnes	Principal
Patricia Palacios	Parent
Yorgery Cabrera	Parent
Christina Padrino	Parent
Katrisa Brinson-Simpson	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The School Advisory Council (SAC) met and reviewed 2016-2017 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 2017-2018 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 \$875.00 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
Suarez, Mayte	Teacher, ESE
Roldan, Eileen	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Positive school culture is fostered through team building opportunities where all teachers share best practices. All teachers have a daily common planning. Department meetings are held to discuss curriculum, behavior strategies and are supported through bi-weekly team meetings. Instructional support is also offered through the reading liaison, 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 teachers will be mentored by a Mentoring and Induction for New Teachers (MINT) mentor. They will participate in professional learning communities through Educator Support Team (NEST) sessions, as well as, self-reflection and self-assessment activities. New teachers will also 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 and adminstartion. 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 English Language Arts 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, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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 participating in community based employment programs such as Cici's Pizza and the Homeless Advocacy Center. Readiness for post secondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Vocational skills programs are located at Ruth Owens Kruse Educational Center and JRE Lee Educational Center, our satellite location. These programs provide students with 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 Miami Killian Senior High, and Cici's Pizza, in addition to instructional programs such as Community Based Vocational Educational, 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. All 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.

## 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.** Improve student behavior through proactive and positive interactions.

**G2.** Improve student achievement among 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. Improve student behavior through proactive and positive interactions.** 1a

G096757

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	1.0

**Targeted Barriers to Achieving the Goal** 3

- Staff is in need of a review of current Safe Crisis Management (SCM) strategies in order to effectively use the latest de-escalation techniques, prevention strategies, and crisis intervention.
- Staff is in need of training in the implementation of a consistent school wide Positive Behavioral Support (PBS) program.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Physical restraint (SCM) hands-on training
- Computer-based (SCM) lessons
- PBS Liaison
- District PBS program

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

The administrative team will monitor the decrease of student's disruptive behaviors that are harmful to self or others and an increase in student engagement in the learning environment.

**Person Responsible**

Ora Whitehead

**Schedule**

On 6/7/2018

**Evidence of Completion**

Student point sheets, BIP, Student Case Management (SCM) forms, and Indoor suspension logs.



**G2. Improve student achievement among content areas.** 1a

G096758

**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

- Teachers utilize the majority of instructional time using traditional teaching methods and resources.
- Teachers work in isolation to achieve their own goals.
- The focus on weekly team meetings was used to primarily address student behaviors.
- The focus of the leadership team was limited to sharing department and administrative updates.

**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.
- Data chats with students, teachers, and administrators.
- Vertical and horizontal teaming.

**Plan to Monitor Progress Toward G2.** 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), student 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 9/25/2017 to 6/7/2018

**Evidence of Completion**

IEP, BIP, Baseline Assessments, Mid-Year Assessments, District Assessment Scores, student 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.** Improve student behavior through proactive and positive interactions. **1**

 G096757

**G1.B1** Staff is in need of a review of current Safe Crisis Management (SCM) strategies in order to effectively use the latest de-escalation techniques, prevention strategies, and crisis intervention. **2**

 B260262

**G1.B1.S1** Equip staff with knowledge and skills that will allow them to safely intervene with students who demonstrate disruptive behaviors that are harmful to self and others. **4**

 S275694

### Strategy Rationale

Provide professional development opportunities on the effective use of SCM strategies.

### Action Step 1 **5**

Utilize modeling to teach a comprehensive behavior support and intervention training program.

#### Person Responsible

Myleen Quintana

#### Schedule

On 6/7/2018

#### Evidence of Completion

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

Participation in Safe Crisis management (SCM) hands on training and the completion of the computer based lessons.

**Person Responsible**

Adriel Lantigua

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Completion of the written and physical skills exams.

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

The leadership team monitor the implementation of PBS and subsequent decrease in student behaviors.

**Person Responsible**

Cathleen McGinnis


**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

A decrease in student referrals to administration.

**G1.B2** Staff is in need of training in the implementation of a consistent school wide Positive Behavioral Support (PBS) program. 2

 B260263

**G1.B2.S1** To provide all staff with pertinent information and build a sense of teamwork and positive school culture and PBS strategies to ultimately enhance overall student achievement. 4

 S275695

### **Strategy Rationale**

Provide professional development opportunities on the effective use of PBS strategies.

### **Action Step 1** 5

Utilize motivational videos, presentations, and various team building activities to promote positive school culture and PBS.

#### **Person Responsible**

Constance Adams

#### **Schedule**

On 6/7/2018

#### ***Evidence of Completion***

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

The leadership team will monitor and observe evidence of implementation of school-wide PBS initiatives and staff participation in school-wide activities.

#### **Person Responsible**

Cathleen McGinnis

#### **Schedule**

Monthly, from 9/25/2017 to 6/7/2018

#### ***Evidence of Completion***

Professional development logs, team meeting sign in sheets and administrative walk-throughs.

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

The leadership team will monitor the effectiveness of PBS strategies and staff participation in school-wide activities.

### Person Responsible

Cathleen McGinnis

### Schedule

Monthly, from 9/25/2017 to 6/7/2018

### Evidence of Completion

Professional development logs, team meeting sign-in sheets and administrative walk-throughs.

## G2. Improve student achievement among content areas. 1

 G096758

### G2.B1 Teachers utilize the majority of instructional time using traditional teaching methods and resources. 2

2

 B260264

#### G2.B1.S1 Enhance delivery of instruction and student achievement through the integration of technology- based professional development opportunities. 4

 S275696

### Strategy Rationale

Teachers will use data to drive instruction and planning.

## Action Step 1 5

School based professional development sessions will focus on the integration of technology to increase student achievement.

### Person Responsible

Myleen Quintana

### Schedule

Semiannually, from 9/21/2017 to 6/7/2018

### Evidence of Completion

Meeting agendas, Sign in sheets

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administrative team will monitor and observe evidence of implementation of the integration of technology in the classroom setting.

**Person Responsible**

Cathleen McGinnis

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Professional development documentation, as outlined by the Miami-Dade County 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 G2.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**

Ora Whitehead

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

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

**G2.B2 Teachers work in isolation to achieve their own goals. 2**

 B260265

**G2.B2.S1** Consistent collaboration on a regular basis through horizontal and vertical team meetings to address common goals and school improvement. 4

 S275697

**Strategy Rationale**

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

**Action Step 1 5**

School-based professional development will focus on promoting school-wide positive culture and collaboration of all staff to promote cross curricular instruction.

**Person Responsible**

Myleen Quintana

**Schedule**

Triannually, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Meeting agendas, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

The leadership team will monitor and observe evidence of implementation of horizontal and vertical alignment instruction.

**Person Responsible**

Cathleen McGinnis

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***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 G2.B2.S1 7

The leadership team will monitor the collaboration of teachers to address common goals and school improvement.

### Person Responsible

Cathleen McGinnis

### Schedule

Monthly, from 9/25/2017 to 6/7/2018

### 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.

## G2.B3 The focus on weekly team meetings was used to primarily address student behaviors. 2

 B260266

### G2.B3.S1 Align weekly team meetings to provide various professional development opportunities based on staff needs. 4

 S275698

### Strategy Rationale

Assist teachers and support staff to incorporate grade level tools and resources to enhance student learning.

## Action Step 1 5

School-based professional development on resources available to enhance the curriculum and promote professional growth.

### Person Responsible

Myleen Quintana

### Schedule

Monthly, from 9/25/2017 to 6/7/2018

### Evidence of Completion

Meeting Agenda, Sign-in Sheets



**Plan to Monitor Fidelity of Implementation of G2.B3.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 the curriculum.

**Person Responsible**

Mayte Suarez

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

***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 G2.B3.S1** 7

The administrative team will monitor team meetings where best practices are reviewed to determine the effectiveness of the strategy and action plan.

**Person Responsible**

Cathleen McGinnis

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018


***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.

**G2.B4** The focus of the leadership team was limited to sharing department and administrative updates. **2**

 B260267

**G2.B4.S1** Strengthen teacher leaders' capacity by clearly defining their roles and develop a system of clear communication and collaboration with the administrative team. **4**

 S275699

### **Strategy Rationale**

Collaborative conversation among staff provides a professional development framework to encourage the exchange of ideas and strategies for best practices.

### **Action Step 1** **5**

Provide school-based professional development opportunities to become proficient in communication and collaboration skills to obtain leadership roles.

#### **Person Responsible**

Myleen Quintana

#### **Schedule**

Monthly, from 9/25/2017 to 6/7/2018

#### ***Evidence of Completion***

Meeting Agendas and Sign-In Sheets

### **Plan to Monitor Fidelity of Implementation of G2.B4.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 9/25/2017 to 6/7/2018

#### ***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-throughs and debriefing with teachers.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

The administrative team will monitor and observe evidence of staff opportunities to become proficient in communication and collaboration skills in order to obtain leadership roles.

**Person Responsible**

Cathleen McGinnis

**Schedule**








Monthly, from 9/25/2017 to 6/7/2018

***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
2018					
G1.MA1 M398809	The administrative team will monitor the decrease of student's disruptive behaviors that are...	Whitehead, Ora	9/25/2017	Student point sheets, BIP, Student Case Management (SCM) forms, and Indoor suspension logs.	6/7/2018 one-time
G2.MA1 M398818	The administrative team will monitor team meetings where best practices and student data is shared....	Whitehead, Ora	9/25/2017	IEP, BIP, Baseline Assessments, Mid-Year Assessments, District Assessment Scores, student attendance logs, and student referrals.	6/7/2018 quarterly
G1.B1.S1.MA1 M398805	The leadership team monitor the implementation of PBS and subsequent decrease in student behaviors.	McGinnis, Cathleen	9/25/2017	A decrease in student referrals to administration.	6/7/2018 monthly
G1.B1.S1.MA1 M398806	Participation in Safe Crisis management (SCM) hands on training and the completion of the computer...	Lantigua, Adriel	9/25/2017	Completion of the written and physical skills exams.	6/7/2018 monthly
G1.B1.S1.A1 A370432	Utilize modeling to teach a comprehensive behavior support and intervention training program.	Quintana, Myleen	9/25/2017		6/7/2018 one-time
G1.B2.S1.MA1 M398807	The leadership team will monitor the effectiveness of PBS strategies and staff participation in...	McGinnis, Cathleen	9/25/2017	Professional development logs, team meeting sign-in sheets and administrative walk-throughs.	6/7/2018 monthly
G1.B2.S1.MA1 M398808	The leadership team will monitor and observe evidence of implementation of school-wide PBS...	McGinnis, Cathleen	9/25/2017	Professional development logs, team meeting sign in sheets and administrative walk-throughs.	6/7/2018 monthly
G1.B2.S1.A1 A370433	Utilize motivational videos, presentations, and various team building activities to promote...	Adams, Constance	9/25/2017		6/7/2018 one-time
G2.B1.S1.MA1 M398810	The administrative team will review samples of data disaggregation and data driven lessons across...	Whitehead, Ora	9/25/2017	Student work samples, Scores of Mid-Year Assessment, sign sheets and agendas.	6/7/2018 monthly
G2.B1.S1.MA1 M398811	The administrative team will monitor and observe evidence of implementation of the integration of...	McGinnis, Cathleen	9/25/2017	Professional development documentation, as outlined by the Miami-Dade County Public Schools Office of Professional Development and Evaluation, lesson plans, student work, direct observations from classroom walk-throughs, and debriefing of teachers.	6/7/2018 monthly
G2.B1.S1.A1 A370434	School based professional development sessions will focus on the integration of technology to...	Quintana, Myleen	9/21/2017	Meeting agendas, Sign in sheets	6/7/2018 semiannually
G2.B2.S1.MA1 M398812	The leadership team will monitor the collaboration of teachers to address common goals and school...	McGinnis, Cathleen	9/25/2017	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.	6/7/2018 monthly
G2.B2.S1.MA1 M398813	The leadership team will monitor and observe evidence of implementation of horizontal and vertical...	McGinnis, Cathleen	9/25/2017	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.	6/7/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A370435	School-based professional development will focus on promoting school-wide positive culture and...	Quintana, Myleen	9/25/2017	Meeting agendas, sign-in sheets	6/7/2018 triannually
G2.B3.S1.MA1  M398814	The administrative team will monitor team meetings where best practices are reviewed to determine...	McGinnis, Cathleen	9/25/2017	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.	6/7/2018 monthly
G2.B3.S1.MA1  M398815	The administrative team will monitor and observe evidence of implementation of school-wide...	Suarez, Mayte	9/25/2017	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.	6/7/2018 monthly
G2.B3.S1.A1  A370436	School-based professional development on resources available to enhance the curriculum and promote...	Quintana, Myleen	9/25/2017	Meeting Agenda, Sign-in Sheets	6/7/2018 monthly
G2.B4.S1.MA1  M398816	The administrative team will monitor and observe evidence of staff opportunities to become...	McGinnis, Cathleen	9/25/2017	Samples of student work, Agendas, Sign-In Sheets, Scores on the Mid-Year Assessments	6/7/2018 monthly
G2.B4.S1.MA1  M398817	The administrative team will monitor and observe evidence of implementation of school-wide...	McGinnis, Cathleen	9/25/2017	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-throughs and debriefing with teachers.	6/7/2018 monthly
G2.B4.S1.A1  A370437	Provide school-based professional development opportunities to become proficient in communication...	Quintana, Myleen	9/25/2017	Meeting Agendas and Sign-In Sheets	6/7/2018 monthly

## V. Professional Development Opportunities

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

### G1. Improve student behavior through proactive and positive interactions.

**G1.B1** Staff is in need of a review of current Safe Crisis Management (SCM) strategies in order to effectively use the latest de-escalation techniques, prevention strategies, and crisis intervention.

**G1.B1.S1** Equip staff with knowledge and skills that will allow them to safely intervene with students who demonstrate disruptive behaviors that are harmful to self and others.

#### PD Opportunity 1

Utilize modeling to teach a comprehensive behavior support and intervention training program.

##### Facilitator

Adriel Lantigua

##### Participants

Instructional and support staff

##### Schedule

On 6/7/2018

**G1.B2** Staff is in need of training in the implementation of a consistent school wide Positive Behavioral Support (PBS) program.

**G1.B2.S1** To provide all staff with pertinent information and build a sense of teamwork and positive school culture and PBS strategies to ultimately enhance overall student achievement.

#### PD Opportunity 1

Utilize motivational videos, presentations, and various team building activities to promote positive school culture and PBS.

##### Facilitator

Constance Adams

##### Participants

Instructional and support staff

##### Schedule

On 6/7/2018

**G2. Improve student achievement among content areas.**

**G2.B1 Teachers utilize the majority of instructional time using traditional teaching methods and resources.**

**G2.B1.S1** Enhance delivery of instruction and student achievement through the integration of technology- based professional development opportunities.

**PD Opportunity 1**

School based professional development sessions will focus on the integration of technology to increase student achievement.

**Facilitator**

Quintana, Myleen

**Participants**

Instructional Staff

**Schedule**

Semiannually, from 9/21/2017 to 6/7/2018

**G2.B2 Teachers work in isolation to achieve their own goals.**

**G2.B2.S1** Consistent collaboration on a regular basis through horizontal and vertical team meetings to address common goals and school improvement.

**PD Opportunity 1**

School-based professional development will focus on promoting school-wide positive culture and collaboration of all staff to promote cross curricular instruction.

**Facilitator**

Quintana, Myleen

**Participants**

Instructional and Support Staff

**Schedule**

Triannually, from 9/25/2017 to 6/7/2018

**G2.B3** The focus on weekly team meetings was used to primarily address student behaviors.

**G2.B3.S1** Align weekly team meetings to provide various professional development opportunities based on staff needs.

**PD Opportunity 1**

School-based professional development on resources available to enhance the curriculum and promote professional growth.

**Facilitator**

Quintana, Myleen

**Participants**

Instructional and Support Staff

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018

**G2.B4** The focus of the leadership team was limited to sharing department and administrative updates.

**G2.B4.S1** Strengthen teacher leaders' capacity by clearly defining their roles and develop a system of clear communication and collaboration with the administrative team.

**PD Opportunity 1**

Provide school-based professional development opportunities to become proficient in communication and collaboration skills to obtain leadership roles.

**Facilitator**

Myleen Quintanta

**Participants**

Instructional Staff

**Schedule**

Monthly, from 9/25/2017 to 6/7/2018



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Utilize modeling to teach a comprehensive behavior support and intervention training program.	\$0.00
2	G1.B2.S1.A1	Utilize motivational videos, presentations, and various team building activities to promote positive school culture and PBS.	\$0.00
3	G2.B1.S1.A1	School based professional development sessions will focus on the integration of technology to increase student achievement.	\$0.00
4	G2.B2.S1.A1	School-based professional development will focus on promoting school-wide positive culture and collaboration of all staff to promote cross curricular instruction.	\$0.00
5	G2.B3.S1.A1	School-based professional development on resources available to enhance the curriculum and promote professional growth.	\$0.00
6	G2.B4.S1.A1	Provide school-based professional development opportunities to become proficient in communication and collaboration skills to obtain leadership roles.	\$0.00
Total:			\$0.00