Ruth Owens Kruse Education Center

2021-22 Ungraded Schoolwide Improvement Plan

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Ruth Owens Kruse Education Center

11001 SW 76TH ST, Miami, FL 33173

http://rok.dadeschools.net/

Demographics

Principal: Ora Whitehead R

Start Date for this Principal: 8/12/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Ruth Owens Krusé Educational Center is to create an environment that fosters individual students' 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.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Ruth Owens Kruse Educational Center is a specialized K-12 school which provides highly specialized educational and therapeutic services to emotionally behaviorally disabled students in grades K-12. Through the use of a structured curriculum that follows the Next Generation Sunshine State Standards, a comprehensive behavior management system that encompasses positive behavior support (PBS) and a range of clinical services, the program focuses on the social, emotional, behavioral, and academic needs of the students. The ultimate goal is to provide intensive services in order to promote the successful reintegration of students back into the regular school setting in the least restrictive environment. Family involvement is a key component of the school program. Support services and workshops are available to parents and other family members to enhance students' performance in school. Parent participation in school activities and organizations such as the Educational Excellence Council (EESAC) and quarterly award ceremonies is encouraged. The school staff is comprised of Speech and Language Therapist, Occupational Therapist, teachers, paraprofessionals, student services staff, school security monitors, and personnel who are highly trained to be sensitive to the unique needs of our exceptional student population.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Whitehead, Ora	Principal	Manage and coordinate daily operations of the total school, including facilitating teaching and learning an instructional leader. In addition, manage and coordinate the usage of school budget, manage School Crisis Management system referral process, and ensure that Individual Education Plan IEP's meet district/state requirements and the goals of each student's IEP are applied within the school setting.
Rubio, Joseph	Assistant Principal	Manage and coordinate daily operations of the total school, including facilitating teaching and learning an instructional leader. In addition, manage and coordinate the usage of school budget, manage School Crisis Management system referral process, and ensure that Individual Education Plan IEP's meet district/state requirements and the goals of each student's IEP are applied within the school setting.
Quintana, Myleen	Teacher, ESE	Attend Leadership meetings, share in decision-making, coordinate Professional Development activities, serve as a Professional Development Liaison to communicate between the teachers, support staff, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize activities to facilitate cohesiveness and promote positive Professional Development growth.
Anteen, Joy	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.
Lantigua, Adriel	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.

Name	Position Title	Job Duties and Responsibilities
Suarez, Mayte	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude
Correa, Karolyn	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude
Lewis, Tuwanna	School Counselor	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Roldan, Eileen	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Schaub, Lorraine	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas,

Name	Position Title	Job Duties and Responsibilities
		minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
San Roman, Ana	Psychologist	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.
Sirker, Ninfa	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Aguilera, Elton	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Diaz, Samantha	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.

Name	Position Title	Job Duties and Responsibilities
Isern, Diane	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Thursday 8/12/2021, Ora Whitehead R

Number of teachers with professional teaching certificates?
26

Number of teachers with temporary teaching certificates?
1

Total number of teacher positions allocated to the school.
27

Total number of students enrolled at the school.
108

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	1	7	6	10	7	16	15	12	20	96
Attendance below 90 percent	0	0	0	2	0	3	4	5	6	11	9	8	9	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	4	2	2	1	10
Course failure in Math	0	0	0	0	0	0	0	1	0	4	0	2	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	2	4	5	4	7	8	4	7	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	5	4	5	9	7	6	10	47
Number of students with a substantial reading deficiency	0	0	0	2	0	5	6	10	6	12	9	5	9	64

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	5	6	6	10	9	5	12	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	1	4

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - Updated

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	
Number of students enrolled	0	0	2	1	7	8	14	8	17	18	11	18	36	140
Attendance below 90 percent	0	0	2	0	2	4	5	6	12	10	7	6	17	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	4	3	2	1	1	12
Course failure in Math	0	0	0	0	0	0	1	0	4	1	2	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	5	4	7	9	4	7	6	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	4	5	9	8	6	9	12	58

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	5	6	6	10	10	5	9	13	65

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	6	10

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	18%	60%	-42%	56%	-38%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		-18%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	67%	-67%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	69%	-69%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	27%	40%	-13%	46%	-19%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	71%	-53%	70%	-52%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	32		29	35		32	33		79	
BLK	22	24		33	31						
HSP	25	40		28	46		31			71	
FRL	25	32		30	35		32	36		82	
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	35	40	27	51	50	24	35		56	
ELL				40							
BLK	14	22		17	43						
HSP	22	46		31	61		27	50		46	

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	22	36	40	28	51	50	25	38		50	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	71%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The progress monitoring that was in place for students included OPM in iReady and FAIR assessments in Reading in addition to Topic Assessments in Mathematics across all grades and subjects.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

2021 data findings:
Learning gains for Economically Disadvantage subgroup in ELA decreased by 3.6 percentage points as compared to 2019.
Learning gains for Students with Disability subgroup in ELA decreased by 2.2 percentage points as compared to 2019.
Learning gains for Black/African American subgroup in ELA increased by 1.3 percentage points as compared to 2019.
Learning gains for Hispanic subgroup in ELA decreased by 5.8 percentage points as compared to 2019.
Learning gains for Economically Disadvantage subgroup in Math decreased by 15.4 percentage points as compared to 2019.
Learning gains for Students with Disability subgroup in Math decreased by 15.4 percentage points as compared to 2019.
Learning gains for Black/African American subgroup in Math decreased by 11.6 percentage points as compared to 2019.
Learning gains for Hispanic subgroup in Math decreased by 14.5 percentage points as compared to 2019.

Based on the 2021 data findings the subgroup that showed the most improvement is the Black/African American subgroup with an increase of 1.3 percentage points. This is not a significant increase, therefore, we will continue to concentrate on core academic areas, English and Mathematics, through Instructional practices focusing on student engagement and differentiated instruction.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

2021 data findings:
Learning gains for Economically Disadvantage subgroup in ELA decreased by 3.6 percentage points as compared to 2019.
Learning gains for Students with Disability subgroup in ELA decreased by 2.2 percentage points as compared to 2019.
Learning gains for Black/African American subgroup in ELA increased by 1.3 percentage points as compared to 2019.
Learning gains for Hispanic subgroup in ELA decreased by 5.8 percentage points as compared to 2019.
Learning gains for Economically Disadvantage subgroup in Math decreased by 15.4 percentage points as compared to 2019.
Learning gains for Students with Disability subgroup in Math decreased by 15.4 percentage points as compared to 2019.
Learning gains for Black/African American subgroup in Math decreased by 11.6 percentage points as compared to 2019.
Learning gains for Hispanic subgroup in Math decreased by 14.5 percentage points as compared to 2019.

For the last 3 years, we have been focusing on implementing data-driven instruction in all classrooms. We have struggled with consistency of data-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standards or access pre-requisite knowledge. In addition, many of our students are transient due to their mental illness, requiring frequent hospitalizations or residential placements. We will schedule and conduct data chats with fidelity.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing the data, the trend was that there was an inconsistency with learning gains across all core content areas in all subgroups.

What strategies need to be implemented in order to accelerate learning?

In order to accelerate learning we will utilize the following strategies: Data Driven Instruction and student engagement in addition to implementation of Differentiated Instruction across all standard core subjects. We will also implement Ongoing Progress Monitoring (OPM) in Reading and Mathematics.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Share best practices for Differentiated Instruction (DI) during TEAM and Departmental Meetings on a monthly basis. Data Chats will be conducted with staff and administration (October 2021/January 2021), teachers will implement the data chat process with their students quarterly.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data reviewed, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Data-Driven Instruction based on our findings that demonstrated an inconsistent lack of Leaning Gains of the Economically Disadvantaged subgroup with 3.6 percentage points decrease in ELA and 15.4 percentage points decrease in Math. We are not meeting the unique needs of all learners, therefore, it is evident that we must improve our ability to maintain students engaged in the learning process and meet the various learning needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement activities and strategies related to Student Engagement then our economically disadvantaged students will increase by a minimum of 5 percentage points, as evidenced by the 2022 State Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans. Data Analysis of formative assessments of iready and Read 180 will be reviewed monthly to observe progress. During weekly team meetings staff will discuss and review student OPM. An IEP meeting will be scheduled for students having difficulties to address deficiencies and recommend additional strategies.
Person responsible for monitoring outcome:	Ora Whitehead (owhitehead@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our Economically Disadvantaged subgroup, as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored and data driven conversations will include OPMs. Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 2021 at bi-weekly departmental meetings, teachers will share best practices of student engagement activities and strategies. A "Best Practices" Binder for each department will be created incorporating the strategies and activities shared at the meetings that teachers can utilize at any given time. As a result, teachers will have a bank of strategies to utilize in their classroom.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

September 2021 the administrative team will implement data driven discussions during data chats with teachers to review all prior year and baseline data in preparation for implementing Differentiated Instruction in core classes and making data driven decisions regarding planning and instructional delivery of content. As a result, teachers will be able to use data to drive their instruction.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

September 2021 teachers will utilize information from data driven discussions and data chats with administration and among peers to have data chats with students to set goals in the core content areas. Teachers will implement data chats each quarter to modify and adjust goals as needed based on data of ongoing progress monitoring. As a result, students will be aware of their strengths and weaknesses.

Person Responsible	Joseph Rubio (joerubio@dadeschools.net)

September 2021 teachers will utilize data to create small group with Differentiated Instruction (DI) intervention/enhancement within the classroom. As a result, groups will be modified and adjusted based on data.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All subgroups fall below the 41% threshold.

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of Small Group Instruction. We selected the overarching area of Differentiated Instruction (DI) based on our findings that demonstrated an inconsistent and lack of learning gains of the Students with Disability subgroup with 2.2 percentage points decrease in ELA and 15.4 percentage points decrease in Math. We are not meeting the unique needs of all learners, therefore, it is evident that we must improve our ability to increase students engagement in the learning process and meet the various learning needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiated Instruction, then the Students with Disability subgroup will increase by a minimum of 5 percentage points, as evidenced by the 2022 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans. Data Analysis of formative assessments of core-content material will be reviewed monthly to observe progress. During weekly team meetings staff will discuss and review student OPM. An IEP meeting will be scheduled for students having difficulties to address deficiencies and recommend additional strategies.
Person responsible for monitoring outcome:	Ora Whitehead (owhitehead@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Small Group, our school will focus on the evidence-based strategy of: Differentiated Instruction (DI). DI will assist in accelerating the learning gains of our Students with Disability subgroup as it is a systematic approach of instruction to meet the students' needs. DI will be monitored and data driven conversations will include OPMs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiated Instruction (DI) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. By incorporating Data-Driven Instruction, teachers will be able to use DI to ensure that they are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Clinicians and teachers will work collaboratively to provide students with additional mental health support.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

September 2021 an in house professional development session on utilizing Differentiated Instruction (DI) will be offered to teachers during the Teacher Planning Day. As a result, administration will conduct

weekly walk throughs to observe the evidence of DI being implemented into the standard core classrooms.

Person Responsible   Ora Whitehead (owhitehead@dadeschools.net)

October 2021 after the implementation of the in house professional development session, teachers will collaborate during departmental meetings to group students based on data analysis by subject and grade. As a result, teachers will use this data and groupings to implement activities and strategies within the small group settings to increase student achievement.

Person Responsible   Ora Whitehead (owhitehead@dadeschools.net)

October 2021 administration will conduct weekly walk throughs to observe the implementation of Differentiated Instruction in all core classrooms. As a result, administration will hold follow up chat sessions with teachers that are having difficulty implementing DI activities and strategies.

Person Responsible   Ora Whitehead (owhitehead@dadeschools.net)

October 2021 teachers will discuss best practices and strategies for implementation of Differentiated Instruction (DI) at Monthly Departmental Meetings. As a result, discussions from these meetings will be used to adjust lesson plans, instructional delivery, activities and strategies within the classroom.

Person Responsible   Ora Whitehead (owhitehead@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All subgroups fall below the 41% threshold.

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement Targeted Element of Positive Behavior Intervention and Supports to create a positive school/learning environment to increase learning gains with fidelity. Our students who struggle with behaviors are not meeting expectations for learning gains. We recognize the need to expand our PBIS plan of action to maximize their learning potential while managing their behavioral and emotional state and providing a positive and safe learning environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Target Element of Positive Behavior Intervention and Support (PBIS), then our students will be motivated to master their academic goals that will result in learning gains. With consistent use of PBIS strategies, our student will be more actively engaged resulting in making learning gains, as evidenced by a decrease in the number of Student Case Management Referrals by 5 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will provide the stakeholders with the necessary tools to ensure they are equipped with essential materials needed to help our students who struggle with behaviors and who are not meeting their learning expectations. The Leadership Team will implement PBIS incentives to increase learning gains. The teachers will monitor learning gains by administrating formal and informal assessments. To ensure we are on track to meeting the outcomes above, this data will be discussed during data chats with teachers and students and encourage parent involvement.
Person responsible for monitoring outcome:	Ana San Roman (asanroman@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on evidence-based strategies from PBIS. PBIS initiatives will recognize students who are achieving academic learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Positive Behavior Support (PBIS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Our PBIS initiative will assist our students achieve academic gains by decreasing behavioral struggles and keeping the learners actively engaged, providing a positive and safe learning environment.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 2021 meet with Leadership Team to collaborate with stakeholders regarding PBIS school wide program goals, activities and strategies for implementation with students. As a result, a criteria will be established for weekly, biweekly and monthly incentives.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

September 2021 implement a system of Eagle dollars to promote and encourage improved attendance and behavior. As a result, students will receive Eagle Dollars based on set criteria that can be used in the PBIS ROK Shop on a weekly, biweekly and monthly basis.

Person Responsible	Elton Aguilera (eaguilera@dadeschools.net)

September 2021 implement a bi-weekly mobile ROK shop to recognize those students exhibiting positive behavior. As a result, point sheets in addition to Eagle dollars will be used by students on a bi-weekly basis to "buy" items from the ROK Shop.

Person Responsible	Elton Aguilera (eaguilera@dadeschools.net)

October 2021 a ROK PBIS Game Room will be established as an incentive for students who exhibit consistent positive behavior and attendance. As a result, teachers will use student PBIS Point Sheets and Eagle Dollars to track points needed to "earn" this incentive.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All subgroups fall below the 41% threshold.

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the School Climate data and the SIP survey and review of the Core Leadership Competencies, we will implement the Targeted Element of Managing Accountability Systems through Managing Data Systems & Process . Staff in the building did not feel there was a systematic approach to address the behavioral and crisis needs of our students. Therefore, we will incorporate a collaborative approach that includes all staff input to address the behavioral and crisis needs of our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Managing Accountability Systems, then our staff will gain strategies to effectively respond to behavior/crisis situations with a systemic approach offering consistency. By providing staff with a Management Accountability Systems, staff will increase affective responses to responding to behavioral/crisis events, as evidenced by a 5 percentage decrease in the number of students who require services in the SCSI Room.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new accountability initiatives. By involving staff, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and resources to their colleagues in various areas. To ensure we are on the right track with accountability initiatives, teachers will collaborate with their team and share best practices when dealing with behavioral/crisis events.
Person responsible for monitoring outcome:	Joseph Rubio (joerubio@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Managing Data Systems & Process, we will focus on the evidenced-based strategy of collecting data from the Student Case Management Referral process and the SCSI attendance logs. Student behaviors will be monitored quarterly through the use of the students' Individualized Education Plans.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps. By using a systematic approach staff will be more effective when dealing with behavior/crisis events and allow for a collaborative process where all stake-holders are included. The Leadership team will provide support and guidance throughout the process.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 2021 stakeholders will collaborate to create a school-wide behavior management plan that addresses the needs of all students. The plan will address specific criteria that will be utilized to provide rewards and incentives. As a result, the plan will be shared with all stakeholders at the first faculty meeting.

Person Responsible	Ora Whitehead (owhitehead@dadeschools.net)

August 2021 a school wide point sheet will be reviewed with classroom teachers during the Opening of Schools Team Meetings. As a result, the point sheets will be used to monitor behavior daily and promote progression of positive behavior.

Person Responsible   Joseph Rubio (joerubio@dadeschools.net)

September 2021 the administrative team will conduct weekly walk-throughs to monitor school-wide behavior management. As a result, the administrative team will collaborate with the PBIS Coach to provide assistance to teachers in need of specific assistance with classroom management strategies.

Person Responsible   Joseph Rubio (joerubio@dadeschools.net)

October 2021 classroom teachers and support staff will collaborate during Team Meetings to discuss and share best practices pertaining to usage of Point Sheets and strategies used to encourage positive behavior on a monthly basis. As a result, teams will be identified during select faculty meetings to choose one best practice strategy to share out with all stakeholders.

Person Responsible   Ora Whitehead (owhitehead@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All subgroups are below the 41% threshold.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Ruth Owens Krusé Educational Center's strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported 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 Interventions & Supports (PBIS) system, Values Matter curriculum, 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 positive and safe learning environment. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to the school leadership team. We also ensure information is provided to all stakeholder through our website and school messenger. Teams meet biweekly to discuss students and provide feedback. The PBIS team meets monthly to ensure PBIS strategies are implemented with fidelity. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning while providing a positive and safe learning environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Department Chairs, Team Leaders, PBIS Coach and Counselors (our School Leadership Team). The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal will assist in ensuring all information is shared with stakeholders in a timely manner. Department Chairs and Team Leaders will assist in providing and responding to feedback from stakeholders. Counselors and PBIS Coach will assist in providing mental health support and de-escalation strategies. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, families, and our community.