

Miami-Dade County Public Schools

# Ruth Owens Kruse Education Center



## 2022-23 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: 8/20/2020

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	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 Kruse 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	Teacher, ESE	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.
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.
Lewis, Tuwana	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

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Schaub, Lorraine	Teacher, ESE	<p>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.</p>
Aguilera, Elton	Teacher, ESE	<p>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.</p>
Anteen, Joy	Teacher, ESE	<p>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.</p>
Correa, Karolyn	Teacher, ESE	<p>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,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Suarez, Mayte	Teacher, ESE	<p>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.</p>
Isern, Diane	Teacher, ESE	<p>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.</p>
Lantigua, Adriel	Teacher, ESE	<p>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.</p>

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

Not Applicable



## Demographic Information

**Principal start date**

Thursday 8/20/2020, Ora Whitehead R

**Total number of students enrolled at the school.**

95

**Total number of teacher positions allocated to the school.**

24

**Number of teachers with professional teaching certificates?**

24

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

23

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

0

**Demographic Data**

## Early Warning Systems

**2022-23**

**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	1	1	4	9	8	11	11	11	10	28	94
Attendance below 90 percent	0	0	0	1	1	2	6	7	9	7	6	6	16	61
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	1	2	7	1	5	3	6	5	0	30
Course failure in Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	2	7	1	5	3	6	5	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	2	9	2	4	5	7	6	1	36
Number of students with a substantial reading deficiency	0	0	0	0	1	2	7	1	5	3	6	5	0	30

**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	2	9	3	7	6	7	6	12	53

**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	1	0	0	0	0	0	0	0	0	12	13
Students retained two or more times	0	0	0	1	0	0	0	1	2	2	0	0	7	13

**Date this data was collected or last updated**

Friday 7/15/2022

**2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	2	4	5	4	7	8	4	7	41
Level 1 on 2019 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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	18%	60%	-42%	56%	-38%
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	67%	-67%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	69%	-69%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	27%	40%	-13%	46%	-19%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	68%	-68%	67%	-67%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	73%	-73%	71%	-71%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	18%	71%	-53%	70%	-52%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	63%	-63%	61%	-61%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	54%	-54%	57%	-57%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	28	44		29	63		13	57		75	
BLK	27	43		25	71		14				
HSP	30	47		33	54						
FRL	29	46		30	62		14	57		75	

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
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	
FRL	22	36	40	28	51	50	25	38		50	

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	8
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0
<b>White Students</b>	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

**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 related to the Areas of Focus?**

The progress monitoring that was in place for students included OPM, iReady, and Read 180 assessments in Reading in addition to OPM and iReady scores in Mathematics across all grades and subjects.

**Which data component showed the most improvement? What new actions did your school take in this area?**

2022 data findings:

Learning gains for Economically Disadvantage subgroup in ELA increased by 13.3 percentage points as compared to 2021.

Learning gains for Students with Disability subgroup in ELA increased by 12.0 percentage points as compared to 2021.

Learning gains for Black/African American subgroup in ELA increased by 19.4 percentage points as compared to 2021.

Learning gains for Hispanic subgroup in ELA increased by 6.7 percentage points as compared to 2021.

Learning gains for Economically Disadvantage subgroup in Math increased by 26.6 percentage points as compared to 2021.

Learning gains for Students with Disability subgroup in Math increased by 27.8 percentage points as compared to 2021.

Learning gains for Black/African American subgroup in Math increased by 39.3 percentage points as compared to 2021.

Learning gains for Hispanic subgroup in Math increased by 7.6 percentage points as compared to 2021.

Based on the 2022 data findings all subgroups made significant learning gains. The Black/African American subgroup made the most gains with 39.3 percentage points. Additionally, we outperformed the district and state in both the Black/African and Students with Disability subgroups in learning gains in Mathematics. The Students with Disability subgroup also outperformed the state in learning gains in Reading. Due to the increase in learning gains, 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?**

2022 data findings:

Learning gains for Economically Disadvantage subgroup in ELA increased by 13.3 percentage points as compared to 2021.

Learning gains for Students with Disability subgroup in ELA increased by 12.0 percentage points as compared to 2021.

Learning gains for Black/African American subgroup in ELA increased by 19.4 percentage points as compared to 2021.

Learning gains for Hispanic subgroup in ELA increased by 6.7 percentage points as compared to 2021.



Learning gains for Economically Disadvantage subgroup in Math increased by 26.6 percentage points as compared to 2021.

Learning gains for Students with Disability subgroup in Math increased by 27.8 percentage points as compared to 2021.

Learning gains for Black/African American subgroup in Math increased by 39.3 percentage points as compared to 2021.

Learning gains for Hispanic subgroup in Math increased by 7.6 percentage points as compared to 2021.

Based on the 2022 data findings, reading continues to be an area of focus for needing improvement. Last year we were 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.

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

After reviewing the data, the trend was that there was an increase of learning gains across all core content areas in all subgroups. The Hispanic subgroup showed the least amount of learning gains in both reading and mathematics.

### **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 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 2022/January 2023), teachers will implement the data chat process with their students quarterly.

## **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 area of Data-Driven instruction to increase our Student Engagement based on our findings that demonstrated an increase in Learning Gains of the Students with Disability subgroup with 13.3 percentage points increase in ELA and 27.8 percentage points increase in Math. We are meeting the unique needs of all learners, therefore, it is evident that we must continue to 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 Students with Disability subgroup will increase by a minimum of 5 percentage points, as evidenced by the 2023 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 Students With Disability 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. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**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 will include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. This will assist our teachers to plan lessons that are customized to meet student's needs.

**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 2022 at bi-weekly departmental meetings, teachers will share best practices of student engagement activities and strategies. Team Leaders & Department Heads will provide team meeting minutes that will be available for teachers to refer back to. As a result, teachers will have a bank of strategies to utilize in their classroom.

**Person Responsible** Ora Whitehead (owhitehead@dadeschools.net)

September 2022 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 2022 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** Ora Whitehead (owhitehead@dadeschools.net)

September 2022 teachers will utilize data to create small groups 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)

November 2022 teachers will give names of students who are actively engaged in the academic programs for reading and mathematics weekly. As a result, administration will recognize students on the afternoon announcements weekly to reinforce student engagement.

**Person Responsible** Ora Whitehead (owhitehead@dadeschools.net)

December 2022 administrators will walk into classrooms to observe student engagement. As a result, during faculty meetings administration will recognize teachers they observed engaging students in their classrooms.

**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.

## #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. We selected the area of Differentiated Instruction (DI) based on our findings that demonstrated an increase in Learning Gains of the Students with Disability subgroup with 13.3 percentage points increase in ELA and 27.8 percentage points increase in Math. We are meeting the unique needs of all learners, therefore, it is evident that we must continue to 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 Differentiated Instruction, then our Students with Disability subgroup will increase by a minimum of 5 percentage points, as evidenced by the 2023 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.

August 2022 an in house professional development session on utilizing data to Differentiate 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)

September 2022 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 2022 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)

October 2022 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)

November 2022 during the instructional day, teachers will conduct data chats with their students. As a result, teachers will be able to differentiate instruction and help students identify individualized strengths and weaknesses.

**Person Responsible** Ora Whitehead (owhitehead@dadeschools.net)

December 2022 during the instructional day, administration will provide additional support via department chairs that will provide modeling of DI strategies being used in the classroom. As a result, teachers will become more comfortable implementing DI strategies in their classrooms.

**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.

### #3. 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:

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 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 2022 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 2022 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** Ora Whitehead (owhitehead@dadeschools.net)

September 2022 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** Ora Whitehead (owhitehead@dadeschools.net)

October 2022 during faculty meetings, administration will recognize a team who have worked hard with teamwork and promote positive behavior around the building. As a result, staff participation and “buy-in” will show improvement.

**Person Responsible** Ora Whitehead (owhitehead@dadeschools.net)

November 2022 teachers will participate in professional development regarding Safe Crisis Management. As a result, staff will refresh their knowledge of physical and non-physical interventions when dealing with students in crisis to maintain a safe learning environment.

**Person Responsible** Adriel Lantigua (alantigua@dadeschools.net)

December 2022 administration will continue to work with staff to identify potential threats within the building. As a result, administration and staff will address critical issues during monthly threat assessment and manifestation determination meetings to provide positive outcomes.

**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.

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Ruth Owens Kruse 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.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

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.

**Describe how implementation will be progress monitored.**

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.

**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.



Action Step	Person Responsible for Monitoring
<p>August 2022 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.</p>	<p>Whitehead, Ora, owhitehead@dadeschools.net</p>
<p>August 2022 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.</p>	<p>Rubio, Joseph, joerubio@dadeschools.net</p>
<p>September 2022 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.</p>	<p>Rubio, Joseph, joerubio@dadeschools.net</p>
<p>October 2022 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, teachers will be encouraged to try different strategies within their classrooms to promote positive student behavior.</p>	<p>Whitehead, Ora, owhitehead@dadeschools.net</p>
<p>November 2022 teachers will turn in names of students who are displaying positive behavior and moving up the level system. As a result, students will participate in a field trip based on posted criteria which shows improvement in behavior.</p>	<p>Whitehead, Ora, owhitehead@dadeschools.net</p>
<p>December 2022 students who level up in the ROK Behavior Management Level System will participate in the Holiday Bowl. As a result, students' behavior will improve in order to participate in the holiday activity.</p>	<p>Whitehead, Ora, owhitehead@dadeschools.net</p>