
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8181 - Ruth Owens Krusé Education Center

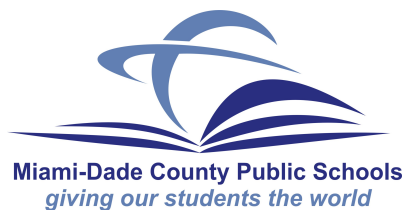
FeederPattern: Specialized Educational Center

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: ANGEL RODRIGUEZ

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ruth Owens Krusé Education Center

Ruth Owens Kruse' Educational Center is a middle school that serves approximately 134 emotionally handicapped and severely emotionally disturbed students. Our school emphasizes a structured curriculum, a behavior management program and current technology to engage students in their educational process. Students follow a middle and high school curriculum and participate in enrichment activities including performing arts, sports and technology. Listed below are the objectives that have been developed to improve student performance at our school.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades six through ten at Ruth Owens Kruse' Educational Center, will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, Hispanic students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, African American students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, Economically Disadvantaged students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grades six through ten at Ruth Owens Kruse Educational Center, all of whom are exceptional education students, will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, Hispanic students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, African American students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, Economically disadvantaged students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grade eight and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring 3.5 or above on the 2007 administration of the FCAT or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades eight and eleven at Ruth Owens Kruse' Educational Center, will improve their science skills as evidenced by 44 percent of students scoring at Level 3 or above on the 2007 FCAT Science Test or an Alternate Assessment.

Given a school wide emphasis on parental involvement, the school will increase the percentage of caregivers participating in trainings and family literacy activities via The Parent Academy.

Given a school wide emphasis on character education, data analysis of CALM and walkout logs, and monitoring the monthly suspension rate reports, the outdoor suspension rate will decrease by two percent as compared to the 2005-2006 school year.

Given a school wide emphasis on technology, students will increase their use of Accelerated Reader and Read 180 web-based assessments by ten percent as compared to the 2005-2006 school year.

During the 2006-2007 school year, given an emphasis on student fitness, Kruse' students will demonstrate an increased awareness of the importance of physical fitness as evidenced by 25 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2006-2007 school year.

During the 2006-2007 school year, given that all students have an Individualized Education Plan, which includes therapeutic/behavioral goals, 75 percent of students will receive at least one counseling session per week.

During the 2006-2007 school year, students' appreciation of art, music, and culinary arts will be enhanced by an increase of five percent in the number of students participating in the Dade County Youth Fair, during the 2006-2007 school year.

During the 2006-2007 school year, students enrolled in Art will utilize and identify elements of art and principles of design by producing an original art work.

During the 2006-2007 school year, Ruth Owens Kruse' Educational Center will monitor the value and cost effectiveness of its programs based on per pupil expenditure.

The number of students graduating from Ruth Owens Kruse' Educational Center in June 2007 will increase by 10 percent when compared to the previous school year.

These objectives were developed as a result of meetings that involved teachers, clinicians, paraprofessionals, administrators, parents, community members and business partners. It is our belief that the objectives mentioned will empower our students to achieve academic, social, and emotional success, and will help them become lifelong learners and productive members of society. Based on the results of the Fall 2006 Organizational Performance Improvement Snapshot, staff at Ruth Owens Kruse' Educational Center request the following: 1) more information about the financial status of the school; and 2) removal of obstacles in the way of progress. These needs will be addressed through the implementation of the strategies included in this School Improvement Plan.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Ruth Owens Krusé Education Center

VISION

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

MISSION

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

CORE VALUES

SUPPORT:

We provide multiple levels of behavioral and academic support based on the individual needs of students and their families.

ACCOUNTABILITY:

All stakeholders will share responsibility in accomplishing the school's mission.

FAIRNESS:

All stakeholders will abide by a common code of ethical behavior and treat each other with dignity and respect.

EMPATHY:

We will be considerate of students' needs and circumstances in a nurturing, supportive manner.

RESPECT:

We honor diversity and encourage staff, students, and community members to enrich our school with their contributions.

School Demographics

Ruth Owens Krusé Educational Center is a Miami-Dade County public secondary school that provides highly specialized educational and therapeutic services to students in grades six through 12 that have been identified as emotionally handicapped or severely emotionally disturbed. Although the school functions as a self-contained center, all efforts are made to mirror a general education environment. The staff focuses on making positive changes in the academic, social, and emotional development of our students.

The overall purpose of the instructional and clinical program is to empower each student to realize his/her learning potential. In addition to the four core subjects, students at Krusé may enroll in horticulture, art, music, consumer and family sciences, technology, physical education, video production and dance as elective classes. A wide range of clinical support services are provided to students. They include individual and group therapy, art therapy, family therapy, parent support groups, adventure-based counseling utilizing the on-site ROPES course, and off-campus community-based instruction activities. Children's Psychiatric Center provides additional clinical services including psychiatric consultation and medication management.

Our student population consists of 90 students in grades six through eight and 44 students in grades nine through 12. Of these, 81 percent are males and 19 percent are females. Their ethnic composition is 34 percent African American, 47 percent Hispanic, and 20 percent White. From this population, 81 percent of the students receive free or reduced lunch.

Our staff consists of 55 teachers and 11 clinicians, of which there are 15 males and 51 females. The clinical staff consists of three clinical social workers, six clinical psychologists, one art therapist, and one guidance counselor. Their ethnic composition is 15 percent African American, 42 percent White, 40 percent Hispanic, and four percent Asian/Pacific. The percent of teachers and counselors with a Bachelor's degree is 42 percent, while 33 percent have Master's degrees, and 25 percent have either specialist or doctorate degrees. The average number of years teaching is thirteen. There are no first year teachers. Nine teachers are National Board Certified.

The total number of paraprofessionals is 30; 22 are female and 8 are male. Their ethnic composition is 66 percent African American, 10 percent Hispanic, and 24 percent White. Additional staff members include a half time career specialist (African American female), a placement specialist (African American female) and a program specialist (White female).

School Foundation

Leadership:

Leadership was the second highest rated category by staff members. Eighty-seven (87) percent of the staff agreed or strongly agreed that the administration is supportive and promotes a productive and rewarding work environment committed to the school's mission. Five (5) percent of the staff members disagreed or strongly disagreed with the statement "My work location's supervisor shares information about the work location".

District Strategic Planning Alignment:

Seventy-six (76) percent of the staff agreed or strongly agreed that their ideas were considered as in the development of school improvement initiatives. Seventeen (17) percent of the staff disagreed or strongly disagreed with the statement "As it plans for the future, my organization asks for my ideas".

Stakeholder Engagement:

Eighty-one (81) percent of the staff agreed or strongly agreed that the school focuses on students' needs. Three (3) percent of the staff members disagreed or strongly disagreed with the statement "I am allowed to make decisions to solve problems for my customers".

Faculty & Staff:

Ninety-one (91) percent of staff agreed or strongly agreed that opportunities for professional growth are offered. Five (5) percent of the staff members disagreed or strongly disagreed with the statement "I get the information I need to know about how my organization is doing".

Teacher Mentoring Programs: The district provides a five-day New Teacher Orientation Program whose goal is to provide high-quality professional development tailored to meeting the needs of novice and early-career teachers, support staff, and student services personnel. District support also includes the Virtual New Teacher Center, which will provide new teachers access to an online tool kit, including resources and professional learning experiences that support and enhance instruction. All new teachers have the opportunity to participate in ongoing New Teacher Support Team (NEST) sessions, which will provide regularly scheduled mentoring sessions for new teachers facilitated by National Board Certified Teachers.

All beginning teachers are assigned a professional growth team (PGT) in accordance with PACES guidelines. The instructional leadership team, consisting of department heads, team leaders, the reading coach, the technology mentor, and administrative staff, works together to provide assistance in mentoring new teachers as well as veteran teachers in classroom instruction and management. The school has nine National Board certified teachers who provide after-school mentoring sessions for interested teachers. Teacher teams meet two times a week before school to address student performance, and departmental meetings are held monthly. Both promote collaboration and support, and have led to the initiation of learning communities in conjunction with the professional development plan process.

Data/Information/Knowledge Management:

Seventy-four (74) percent of staff agreed or strongly agreed that they can interpret student data and use the information to individualize instruction. Eight (8) percent of the staff members disagreed or strongly disagreed with the statement, "I have a safe workplace".

Education Design:

Eighty (80) percent of staff agreed or strongly agreed that we have "good processes for doing our work" and five (5) percent disagreed or strongly disagreed with the statement, "I have control over my work processes".

Extended Learning Opportunities:

Ruth Owens Kruse' Educational Center has limited opportunities for extended learning due to the nature of the school's configuration. All students are bused to the school. Supplemental funds from the Middle School Enrichment Program and the Division of Special Education was utilized to offer tutorial and community-based enrichment activities for all students based on their individual needs.

Ruth Owens Kruse' Educational Center participated in the secondary school credit recovery program in which seventh through twelfth grade students have the opportunity to repeat courses.

Extended School Year (ESY) services were offered to qualifying students during the summer.

School Wide Improvement Model

Ruth Owens Kruse' Educational Center identified the Plan-Do-Study-Act Model as the research-based school improvement model to be implemented during 2006-2007, and all staff received training on how to carry out its implementation. The school utilized the Continuous Improvement Model (CIM) to identify strengths and opportunities for improved performance. Formative/Benchmark assessments were administered and the data obtained was utilized to monitor student progress and drive instruction.

Advanced Courses Initiatives; Post Unitary Commitments:

Opportunities were provided for qualifying students to participate in enrichment activities which included: Project Victory and course assignment in an inclusion setting at local partner schools.

An interview committee was established to ensure that staff hired was highly qualified and that selected candidates reflect the student body's ethnic composition.

Performance Results:

Seventy-five (75) percent of the staff agreed or strongly agreed that the organization obeys laws and regulation and six (6) percent of the staff surveyed strongly disagreed with the statement "I know how well my work location is doing financially."

*The number of students in a standard curriculum track increased from the previous year.

*Three Seniors successfully graduated from High School with a Special Diploma.

*The number of indoor and outdoor suspensions decreased from the previous year.

*Four additional National Board certified teachers were hired and/or passed the National Board for Professional Teaching Standards Exam.

*Standard curriculum students continue to perform below National, State, and District levels in the Reading, Mathematics, Writing, and Science portions of the FCAT.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Increase the students' performance in their reading comprehension skills.

Needs Assessment

An analysis of the students' scores on the 2006 FCAT Reading tests revealed that all students and subgroups are deficient in their Reference Research skills as evidenced by the scores in each content strand tested, indicating the need for additional explicit instruction with this population.

Additionally the eighth grade students made the least improvements on the 2006 FCAT administration as evidenced by a decrease of ten percentage points in the words/phrases subtest.

Improvements were made in 2006 by students in grade six in the Words and Phrases subtest, as evidenced by a twelve percent increase in the scores.

Improvements were made in 2006 by students in grade seven in the Comparisons subtest, as evidenced by a fourteen percent increase in the scores.

Improvements were made in 2006 by students in grade eight in the Main Idea/Purpose subtest, as evidenced by a nine percent increase in the scores.

Also, sixth grade students made the greatest improvements on the 2006 FCAT administration, as manifested by an

increase of twelve percentage points on the mean score when compared to the mean score in 2005.

Of the thirty-eight students tested using the Brigance as their alternate assessment, seventy-seven percent scored Level 3 or above on the Reading, Mathematics, Writing, or Science subtests.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades six through ten at Ruth Owens Kruse' Educational Center, will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, Hispanic students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, African American students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, Economically Disadvantaged students in grades six through ten will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 or above on the 2007 FCAT Reading Test or an Alternate Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide instruction in accordance with the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts, as well as accommodations permitted for testing purposes.	Administrator, Language Arts/Reading teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue to provide students scoring at FCAT Level 1 and Level 2 on the 2006 administration assistance in reading through intensive reading courses utilizing Read 180 and research based programs, such as Great Source Reading and Quick Reads.	Administrator, Language Arts/Reading teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Distribute school newsletter to caregivers encouraging the use of Riverdeep and FCAT Explorer at home.	Administrator, LA Dept Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Develop a curriculum binder to assist teachers in planning lessons that address students' abilities and learning styles, using strategies and accommodations that help students access curriculum and increase	Administrator, Literacy Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

academic achievement.					
Provide opportunities for students to practice and increase their reading skills in Family and Consumer Science through hands-on activities such as cooking and baking that require the students to read and follow recipes.	Administrator, Elective Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Word Walls, graphic organizers, reciprocal teaching, read-aloud, shared reading, story frameworks, guided reading, and CRISS strategies to help students develop a deeper understanding of text.	Administrator, Language Arts/Reading teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Monitor student progress and provide data to teachers to differentiate instruction.	Administrator, Selected Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize vocabulary strategies that focus on context clues, prefixes, suffixes, and root words.	Administrator, Language Arts/Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide additional practice in reading skills at the school's library by conducting library research using print and non-print sources.	Administrator, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue to utilize the District's Competency-Based Curriculum (CBC), Comprehensive Research-Based Reading Plan (CRRP), and the Sunshine State Standards (SSS), as the framework for providing reading instruction.	Administrator, Language Arts/Reading teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide an after-school tutorial program to students performing below grade level.	Administrator, Selected Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$2000.00
Utilize electronic programs, such as STAR, Accelerated Reader, FCAT Explorer, Reading Counts and Riverdeep, to monitor student progress.	Administrator, Language Arts/Reading teachers, Media Specialist, Comp Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$2250.00
Select students to participate in the BRIDGES Program that utilizes sensory integration as a means to improve reading.	Administrator, BRIDGES teacher and Paraprofessional	9/4/2006	5/25/2007	Universal Pre-K	\$1600.00
Monitor and assess students utilizing the Diagnostic Assessment of Reading (Interim Progress Tests, MAZE and DAR) pre-progress and post-tests. Data will be reported and disaggregated to ensure students in all subgroups are making progress.	Administrator, Language Arts/Reading teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

1. Comprehensive Research-Based Reading Plan (CRRP)
2. Read 180 for grades six through 12
3. Great Source Reading for grades six through 12
4. Quick Reads for grades six through eight
5. Bridges for grades six through eight
6. McDougal-Littell textbook for grades six through 12
7. Diagnostic Assessment of Reading (DAR) for grades six through 12

Professional Development

1. The Reading Coach will train teachers to administer DAR, MAZE, CELLA, and other district mandated tests to target needed SSS benchmarks and areas of student deficiency.
2. Teachers will be trained on the use of materials included in the curriculum binder to plan their lessons.
3. Teachers will be trained on the use of electronic programs, such as Riverdeep, Accelerated Reader and FCAT Explorer to monitor students' progress in reading.

Evaluation

1. 2006 FCAT or Alternate Assessment
2. Read 180
3. Accelerated Reader
4. FCAT Explorer
5. Riverdeep
6. Individual Educational Plans
7. DAR, MAZE, CELLA, BRIDGES
8. District Interim Assessments

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students will acquire the mathematics skills, competencies, and knowledge to master Sunshine State Standards.

Needs Assessment

A comparison of the scores of the 2006 FCAT to the 2005 FCAT administrations revealed that students in grade six scored 8 percent better in the Geometry subtest than the Algebraic Thinking subtest.

Students in grade seven demonstrated improvement in the Geometry subtest as demonstrated by a 13 percentage points increase over the previous year.

Also, eighth grade students made significant improvements in the Algebraic Thinking and Data Analysis/Probability subtest as demonstrated by an overall combined subtest increase of 16 percentage points.

However, sixth grade students made the least improvements on the Number Sense and Data Analysis/Probability subtests as evidenced by a decrease of 11 percentage points when compared to the 2005 scores.

Overall, students showed greatest deficiencies in the Number Sense subtests, as their mean scores showed zero percentage increase from the 2005 FCAT to the 2006 FCAT across all grade levels.

Of the thirty-six students tested using the Brigance as their alternate assessment, seventy percent scored Level 3 or above.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

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Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, Hispanic students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, African American students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, Economically disadvantaged students in grades six through ten will improve their mathematics skills as evidenced by 56 percent of the students scoring at Level 3 or above on the 2007 FCAT Mathematics Test or an Alternate Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to utilize the District's Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) as the framework for providing mathematics instruction.	Principal, Asst Principal, Dept Chair, Mathematics teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to provide instruction per the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Administrators, Staffing Specialist, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor and assess utilizing the pre-progress and post-tests provided by state-adopted textbooks. Collect data and disaggregated to ensure students in all subgroups are making progress.	Administrators, Teachers, Dept Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Distribute school newsletter to caregivers and encourage the use of Riverdeep and FCAT Explorer at home.	Administrators, Dept Chair, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide practice in mathematics measurement	Administrators, Elective Teacher	8/14/2006	5/30/2007	Continuous	\$0.00

skills and in Family and Consumer Science through hands on activities such as cooking and baking as they follow a recipe.				Improvement Model	
Provide an after-school tutorial program to students performing below grade level.	Administrators, Selected Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Utilize web-based programs, such as Learning Through Sports, FCAT Explorer and Riverdeep to supplement the mathematics program.	Administrators, Teachers, Dept Chair, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

1. MacDougal Little Middle School Florida Edition for sixth through 12th grade
2. Glencoe Algebra for ninth through 12th grade
3. MacDougal Little Geometry (High School)

Professional Development

1. Staff development programs on core curriculum materials will be provided for teachers.
2. Training on the Riverdeep and Compass Learning program will be provided for teachers.
3. Staff development on effective planning and instruction using FCAT materials will be provided for teachers.

Evaluation

1. 2006 FCAT or Alternate Assessment
2. District Interim Assessments.
3. Site-authored assessments.
3. Individual Educational Plans

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Eighth grade students will make sufficient annual learning gains to master the state standards in FCAT writing.

Needs Assessment

An analysis of student performance on the 2006 FCAT Writing results shows that grade eight students improved in the Expository Writing Test scores by five percentage points over the 2005 FCAT administration.

Eighth grade students improved five percentage points in the Persuasive Writing Test scores compared to the previous year.

Also, eighth grade students who scored a one in the Combined FCAT Writing Results decreased by 13 percent points over the 2005 FCAT administration.

However, students in grades six through eight exhibited weaknesses in the Writing Mechanics portion of the 2006 FCAT Writing administration.

The writing scores for the 2005 and 2006 school year were sufficient for our school to make adequate yearly progress in this area.

Of the fourteen students tested using the Brigance as their alternate assessment, fifty-seven percent scored Level 3 or above.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grade eight and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring 3.5 or above on the 2007 administration of the FCAT or an Alternate Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide instruction per students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Administrators, Staffing Specialist, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize graphic organizers to help students organize their thoughts.	Administrators, Teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide practice in writing topic sentences, detail sentences, beginning-middle-end paragraphs, and self-editing skills.	Administrators, Teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Offer an after-school tutorial program to students performing below grade level.	Administrators, Selected Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide grammar instruction focusing on the teaching of conventions, punctuation placement, and sentence variety.	Administrators, Teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue to utilize the District's Competency-Based Curriculum (CBC), Comprehensive Research-Based Reading Plan (CRRP), and the Sunshine State Standards (SSS), as the framework for providing writing instruction.	Principal, Asst Principal, Language Arts Dept Chair, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

1. Comprehensive Research-Based Reading Plan (CRRP)
2. Florida Writes! Department of Education Materials
3. CRISS (Creating Independence through Student-owned Strategies)
4. Great Source
5. Prentice Hall Writing and Grammar

Professional Development

1. Instructional staff will receive training on the use of graphic organizers.
2. Language Arts teachers will be trained to implement strategies acquired from the "Step up to Writing" program.

Evaluation

1. 2007 FCAT or Alternate Assessment
2. Pre-, progress, and post-tests, evaluating both expository and persuasive writing
3. Data will be reported and disaggregated to ensure students in all subgroups are making progress
4. The Florida Writes! Rubric will be used to assess sample papers and assist students in understanding what a 1 through 6 level paper looks like.
5. Graphic organizers, topic sentences, detail sentences, beginning-middle-end paragraphs, and implementation of self-editing techniques
6. Individual Educational Plans

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students will make annual learning gains and improve their science skills in order to master the state standards in the area of science.

Needs Assessment

Students in grade eight improved performance in the Life Environment strand of the 2006 FCAT Science subtest by increasing seven percentage points over previous year's scores.

Students in grade eight improved performance in the Earth/Space strand of the 2006 FCAT Science subtest by increasing 13 percentage points over previous year's scores.

District and State average scores on the Scientific Thinking strand of the 2006 FCAT Science subtest were 14 percentage points higher than scores at this school.

Of the thirteen students tested using the Brigance as their alternate assessment, seventy-seven percent scored Level 3 or above.

Measurable Objective

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades eight and eleven at Ruth Owens Kruse' Educational Center, will improve their science skills as evidenced by 44 percent of students scoring at Level 3 or above on the 2007 FCAT Science Test or an Alternate Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide instruction as per students' IEPs and state and district initiatives.	Administrators, Staff Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with reading opportunities in science content, using science journals such as Science World and Super Science.	Administrators, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Focus on vocabulary instruction using various strategies including Word Walls, FCAT Dailies, and the school's news broadcast.	Administrators, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Build water bottle rockets and CO2 cars, and compete to determine the best in class.	Administrators, Science and Elective Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the Fairchild Challenge	Administrators, Horticulture Teacher	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Increase interactive, multimedia, and hands-on activities, such as HOTSL (hands-on traveling student lab), Invention Convention, and Science Lab (resource), that accommodate students' learning styles as stated on their IEPs.	Administrators, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. Riverdeep
2. Prentice Hall Science Explorer textbook for grades six through eight
3. Glencoe Science Interaction for grades nine through 12
4. AGF General Science for grades nine through 12

Professional Development

1. Training on the use of the Riverdeep Science electronic managed program will be provided for teachers.
2. FCAT Lab training will be provided for teachers.

Evaluation

1. 2006 FCAT or Alternate Assessment
2. Teacher records
3. District and site-authored assessments
4. Riverdeep electronic managed program
5. Individual Educational Plans

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

To develop a meaningful relationship with all parents of students enrolled at Ruth Owens Kruse' Educational Center.

Needs Assessment

Research shows that a key component in a student's academic success is parental involvement. When parents and educators work collaboratively, student learning increases and student behavior improves.

Our school is not a neighborhood school, servicing a broad geographic location. Most of our students live further than 5 miles from the school. Many of the families do not have access to reliable transportation and, in some cases, a telephone. This makes face-to-face contact with guardians more difficult. Additionally, parenting EH/SED children presents unique challenges that may limit parental involvement.

An analysis of the pertinent data for the 2005-2006 school year reveals that 55 percent of parents/guardians attended scheduled IEP meetings. An additional 10 percent of parents/guardians attended other meetings and school functions, including Functional Assessment of Behavior/Behavioral Intervention Plan (FAB/BIP) meetings and school assemblies. However, 35 percent of parents did not attend the annual IEP meetings, and only twenty-six percent of parents/guardians attended the school's Open House.

Measurable Objective

Given a school wide emphasis on parental involvement, the school will increase the percentage of caregivers participating in trainings and family literacy activities via The Parent Academy.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Send bi-quarterly interim reports to parents/guardians.	Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase home and school communication throughout the school year through flyers, student agendas, newsletters, and other forms of written and oral communications.	Principal, Asst Principal, Selected Teachers, Clinical Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue to showcase the students' work and performances throughout the school year.	Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop a sign-in form to document parental/guardian attendance at school meetings and functions.	Principal, Asst Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop a survey for parents to determine their needs on various issues, such as services available, community resources, and parenting skills training.	Principal, Asst. Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote Parent Academy classes developed by the district.	Principal, Asst Principal, Selected Teachers, Clinical Staff, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$7000.00

Research-Based Programs

The National Parent Teacher Association standards for parental involvement

Professional Development

1. Beginning teachers will receive WISE training for Individual Education Plan (IEP) development.
2. Training will be provided to all teachers on the development of IEPs, FABS, and BIPs.

Evaluation

1. Parental participation in school meetings and functions as documented through a parent sign-in log.
2. Registration and completion of Parent Academy courses.
3. Comparison of 2006-2007 parental participation data with that of 2005-2006

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

To decrease the out of school suspension rate of students who attend Ruth Owens Kruse' Educational Center.

Needs Assessment

Maintaining a safe learning environment is essential for students to maximize their potential academic, social, and emotional growth. Kruse's school community, consisting of: administrators, staff, parents and community leaders has developed and implemented safe school practices that address our students' handicapping conditions and follow the District's Code of Student Conduct. Data collected from multiple sources is used to monitor progress, develop intervention strategies to enhance the learning environment. Based upon the last 2005-2006 ESE Monthly Suspension Report, there were a total of 444 Indoor/Outdoor suspensions given for violations of the Miami-Dade County School's Code of Student Conduct.

Measurable Objective

Given a school wide emphasis on character education, data analysis of CALM and walkout logs, and monitoring the monthly suspension rate reports, the outdoor suspension rate will decrease by two percent as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review and update our school's behavior management system and develop a plan that addresses students' disability, aligned with district, state, and federal mandates.	Administrators, Teachers, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a Crisis Incident Response Team for the school following district guidelines.	Administrators, Teachers, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze data collected from district and school site sources to monitor students' assigned to out of school suspension.	Administrators, Teachers, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor and analyze data from Functional Assessment of Behavior (FAB) and Behavior Intervention Plans (BIP) for students as needed.	Administrators, Teachers, Clinical Staff, Staffing Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement the district's character education program school wide.	Administrators, Teachers, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Positive Behavior Support Program

Professional Development

1. Staff will attend monthly staff development for "Positive Behavior Support Strategies" and be trained on the school's behavior management system.
2. Staff will be informed and participate on Crisis Incident Response, informing them of their duties and responsibilities.
3. Curriculum resource guide binder for social/personal PENS/character education lessons and behavioral strategies will be developed to assist case managers and teachers with support strategies.

Evaluation

1. Classroom for Alternative Learning Methods (CALM) log of students referred
2. Student Case Management referral reports
3. Executive Summary of ESE Student Monthly Suspension Report
4. FAB/BIP
5. IEP

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

To utilize technology as a tool to enhance student performance in the classroom.

Needs Assessment

A goal of Ruth Owens Kruse' Educational Center is to integrate technology and its proficient use into the instructional program to facilitate learning. To support this goal, the development of a seamless, web-based technology infrastructure supporting widespread, Internet driven applications for both instructional and administrative functions on demand is necessary. The District utilizes data collected annually by the state and ongoing District reviews to determine the technology requirements that will make technology literacy and integration a reality. While all students participated in some type of web-based assessment during 2005-2006, only 70 percent of students used web-based assessments monthly to measure skill proficiency.

Measurable Objective

Given a school wide emphasis on technology, students will increase their use of Accelerated Reader and Read 180 web-based assessments by ten percent as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train all instructional staff on the Accelerated Reader, RiverDeep, FCAT Explorer and Atomic Learning programs.	Asst. Principal, Tech Specialist, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train all instructional staff on the Learning through Sports software program.	Administrators, Reading Coach	10/02/2006	5/30/2007	District Strategic Plan	\$6000.00
Increase home and school communication about available website software programs via monthly newsletters, and other forms of written and oral communications.	Administrators, Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Integrate technology in all curriculum areas by all teachers.	Administrators, and Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Provide assistive technology including hardware/software necessary to allow them to access their education.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Compass Learning software to enhance Language Arts and Mathematics instruction.	Administrators, Language Arts and Mathematics teachers	11/6/2006	6/1/2007	District-wide literacy plan	\$8000.00

Research-Based Programs

There is growing evidence to indicate positive relationship between technology and student achievement for students . Years of brain research reveal that sixth through twelfth students learn best when they are actively engaged in context.

Accelerated Reader

Read 180

Compass Learning

Professional Development

All instructional and support staff will be trained to use various web-based programs.

Evaluation

Pre/post data will be gathered from monthly generated reports from:

1. Accelerated Reader
2. Reading Counts!
3. FCAT Explorer
4. RiverDeep
5. Learning Through Sports/Compass Learning

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

To increase student awareness of the importance of being physically and mentally fit and engaged in physical activity.

Needs Assessment

National statistics indicate that 30 percent of today’s teenagers are overweight. It is estimated that the average teenager spends four hours daily in sedentary occupations such as watching television, playing video games, and surfing the Internet, and engages approximately 15 minutes in physical activity. For Krusé students, this problem is further compounded because students spend as much as two hours a day on a school bus being transported to and from school, thus limiting their opportunities to engage in after-school physical activities. The students’ fitness and programmatic success will be assessed in our physical education program utilizing the President’s Challenge Physical Activity and Fitness Awards Program. The Physical Fitness Program includes five events that measure muscular strength/endurance, cardio-respiratory endurance, speed, agility, and flexibility.

Krusé is a center school servicing students identified as emotionally handicapped or severely emotionally disturbed. The students’ handicapping condition often interferes with their learning. A therapeutic plan addressing students’ social and emotional is the cornerstone of their individual educational plans (IEP). All students are seen on a regular basis by their clinician. During the 2005-2006 school year 70 percent of the students were seen at least one time each week by a therapist.

Measurable Objective

During the 2006-2007 school year, given an emphasis on student fitness, Kruse' students will demonstrate an increased awareness of the importance of physical fitness as evidenced by 25 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2006-2007 school year.

During the 2006-2007 school year, given that all students have an Individualized Education Plan, which includes therapeutic/behavioral goals, 75 percent of students will receive at least one counseling session per week.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize students who achieve the National Physical Fitness or Presidential Fitness Awards at the school's awards programs.	Administrators, PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assign a clinician to all students, who will be responsible for case management, counseling, family services, and other therapeutic services as needed.	Administrators, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify need and refer students to services provided by the on-site mental health agency.	Administrators, Clinical Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide physical fitness related activities that emphasize cardiovascular and muscular strength, endurance, speed, agility, and flexibility, and monitor activities via teacher's lesson plans.	Administrators, PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Use student data from the first nine weeks period as a baseline measure, and record and chart student progress.	Administrators, PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

President's Challenge Physical Activity and Fitness Awards Program

Multiple Mental Health Programs

Positive Behavior Support (PBS)

Professional Development

1. Selected staff will be trained on data analysis.
2. Physical Education will participate in District training.
3. Staff development on mental health issues will be provided for staff.
4. A Positive Behavior Support Program will be reviewed monthly.

Evaluation

1. President's Challenge Physical Activity and Fitness Awards Program
2. Psychiatric services from outside agency.
3. Monthly Clinician Logs.
4. Completion of Positive Behavior Support training by staff.
5. IEP
6. FAB/BIP

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

To increase students' appreciation of: art, music, Family and Consumer Sciences, Horticulture, Physical Education and Broadcast Communications by participating in student performances and competitions.

Needs Assessment

Kruse' students have consistently performed well in activities that promote real world and vocational skills. Participation in district-wide competitions and programs has allowed our students to take part in inclusionary activities where they interact with standard curriculum students. These activities allow our students to express themselves and gain recognition for their performance in an appropriate setting. In the past, our students have performed in local programs, such as the Linking Forces Conference, and have participated in art and music competitions, where they have received national awards and superior ratings. Students have also entered the Dade County Youth Fair competition, where they have won many awards for the Graphic Arts and Family and Consumer Science entries. Forty percent of the students enrolled in electives submitted a project during the 2005-2006 school year. Participation in these art and music activities has helped our students improve their self-esteem and interpersonal relations.

Measurable Objective

During the 2006-2007 school year, students' appreciation of art, music, and culinary arts will be enhanced by an increase of five percent in the number of students participating in the Dade County Youth Fair, during the 2006-2007 school year.

During the 2006-2007 school year, students enrolled in Art will utilize and identify elements of art and principles of design by producing an original art work.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Art students will develop eye hand coordination through the use of various media and projects.	Elective Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Students will learn music and art appreciation through participation in school performances, the Youth Fair, and other competitions.	Elective Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Art students will develop self-esteem through demonstrating proficiency in the use of different techniques and use of media.	Elective Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Art students will develop skills in new technology in the visual arts.	Elective Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Broadcast Communication students will produce a daily newscast shown school-wide.	Media Specialist	8/14/2006	6/1/2007	Career Development Programs	\$1000.00
Family and Consumer Science students will enter competitions in culinary arts and craft activities to provide enrichment experiences.	Elective Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00

Research-Based Programs

District's Competency Based Curriculum and Sunshine State Standards for: art, music, family consumer science, and broadcast communications.

Professional Development

1. Elective teachers will participate in subject area training provided by the district.
2. The school's Youth Fair liaison will provide training and materials needed for teachers to enter students' work in the fair.
3. Elective teachers will participate in professional development using technology related software programs.

Evaluation

1. Number of students entering projects in the Dade County Youth Fair and Exposition.
2. Teacher evaluation of the students' work in art, music, Family and Consumer Sciences, Horticulture, Physical Education and Broadcast Communication.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Ruth Owens Kruse' Educational Center will examine the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that Ruth Owens Kruse' Educational Center is not ranked on the State of Florida ROI index.

Measurable Objective

During the 2006-2007 school year, Ruth Owens Kruse' Educational Center will monitor the value and cost effectiveness of its programs based on per pupil expenditure.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, and grants.	Principal, Asst Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Clinical Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Monitor the success of web-based programs by gauging student gains in core subject areas.	Administrators, Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

The school's Educational Excellence School Advisory Committee (EESAC) members will receive budget training as it relates to planning, implementing, and monitoring the school improvement plan.

Evaluation

EESAC will monitor the utilization of funds expended per the School Improvement Plan to determine progress on goals.

End-of-year score reports will be used to determine effectiveness of purchased programs and equipment.

GOAL 11: OTHER

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

Increase the number of students graduating from Ruth Owens Kruse' Educational Center.

Needs Assessment

During the 2005-2006 school year three students graduated from Ruth Owens Kruse' Educational Center. As the high school program increases in numbers, strategies must be implemented to accommodate the needs of our high school population, following the district's and state guidelines for graduation.

Measurable Objective

The number of students graduating from Ruth Owens Kruse' Educational Center in June 2007 will increase by 10 percent when compared to the previous school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Teachers will continue to provide instruction using the Sunshine State Standards (SSS) or the SSS for Special Diplomas.	Principal, Asst Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
IEP Team will complete the ESE transition plans for all 12th grade students.	Principal, Asst Principal, Staff Specialist	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
The ESE transition specialist will complete senior profiles to determine the student's compliance with graduation requirements.	Transition Specialist, Staff Specialist, Prog Specialist	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
IEP team will complete the individualized plan for employment and inform students and parents of community services available after graduation from vocational rehabilitation.	Sr High Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Teachers will review career education programs available to graduating students.	Career Specialist	8/14/2006	5/30/2007	School-to-Career	\$0.00
The IEP team will complete a comprehensive articulation plan for each student, including the transfer of rights/age of majority form.	Clinical Staff, Staff Specialist	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Students will participate in community-based career preparation programs, such as Project Victory, Community Based Instruction (CBI) and Community Based Vocational Education (CB-VE).	Selected Teachers, Clinical Staff	8/14/2006	5/30/2007	School-to-Career	\$20000.00

Research-Based Programs

1. Great Source Reading
2. McDougal Little Language Arts
3. McDougal Little Mathematics textbooks
4. Glencoe Algebra textbooks
5. CRISS (Creating Independence through Student-owned Strategies)
6. AGF General Science textbooks
7. Read 180

Professional Development

1. Teachers will be trained in helping students write transition statements.
2. Teachers will be trained in writing transition plans.
3. Teachers will be trained in the administration of the Stetson Targeted Life Skills Assessment.

Evaluation

1. Total number of students that successfully complete the high school program.
2. Senior Profile Form

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

EESAC members received a copy of the school's budget report and reviewed it with the principal. The EESAC members will determine how to expend EESAC funds based on school improvement efforts.

Training:

The EESAC reviewed staff development objectives as written in the SIP objectives and made recommendations.

Instructional Materials:

EESAC members recommended that the school continue to acquire books, high interest library materials, manipulatives, behavior reinforcers and computers to address our students' academic needs.

Technology:

The school's technology plan will continue to be implemented and revised as needed. Staff development opportunities will be provided for the implementation of the electronic grade-book.

Staffing:

Staffing issues will be revised as needed. An interview committee will be established to ensure qualified candidates are selected.

Student Support Services:

EESAC members recommend that students receive counseling based on each student's Priority Educational Needs (PEN) as written on the Individual Educational Plan (IEP). Staff should continue to conduct Functional Assessments of Behavior (FAB) and develop Behavior Intervention Plans (BIP).

Other Matters of Resource Allocation:

The school should provide off-campus workshops for parents addressing pertinent ESE issues. Staff members should be hired to provide these workshops as appropriate.

Benchmarking:

The EESAC recommends the utilization of the FCAT for students on a standard diploma track and alternate assessments for students on a special diploma track.

School Safety & Discipline:

The school should continue to implement a comprehensive Behavior Management Level System to address safety and discipline. Other strategies include the utilization of: Critical Incident Response Team, CALM/SCSI, FAB/BIPs, and the District Code of Student Conduct. A school-wide comprehensive Behavior Management Plan will also be utilized to assist staff.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,850.00
Goal 2: Mathematics	\$2,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$7,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$14,000.00
Goal 8: Health & Physical Fitness	\$4,000.00
Goal 9: Electives & Special Areas	\$5,000.00
Goal 10: Return On Investment	\$0.00
Goal 11: Other	\$20,000.00
Total:	\$57,850.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent