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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*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

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### *Ruth Owens Krusé Education Center*

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Ruth Owens Krusé Educational Center is a middle school that serves approximately 180 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 extracurricular 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 10 at Ruth Owens Krusé Educational Center, all of whom are exceptional education students will improve their reading skills as evidenced by 44 percent of students scoring at Level 3 and above on the 2006 FCAT Reading 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 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading 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 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading 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 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 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 10 at Ruth Owens Krusé Educational Center, all of whom are exceptional education students, will improve their mathematics skills as evidenced by 50 percent of students scoring at Level 3 and above on the 2006 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 10 will improve their mathematics skills as evidenced by 50 percent of the students scoring at Level 3 and above on the 2006 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 10 will improve their mathematics skills as evidenced by 50 percent of the students scoring at Level 3 and above on the 2006 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 10 will improve their mathematics skills as evidenced by 50 percent of the students scoring at Level 3 and above on the 2006 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 through ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at the state mastery level on the 2006 administration of the FCAT 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 Krusé Educational Center, all of whom are exceptional education students, will improve their science skills as evidenced by a three point increase in the mean score on the 2006 administration of the FCAT or an alternate assessment.

During the 2005-2006 school year, parental communication will increase by one percent as evidenced by documentation of parental participation in the Individual Education Plan (IEP) and FAB/BIP conferences, school functions, and meetings.

During the 2005-2006 school year, given a school wide emphasis on character education, data analysis of CALM and walkout logs, and monitoring the monthly suspension rate reports, the suspension rate will decrease by two percent as compared to the end of year suspension rate for the 2004-2005 school year.

Given a school wide emphasis on educational technology, teachers will implement the use of technology as evidenced by 100 percent utilizing the electronic grade-book during the 2005-2006 school year.

Given an emphasis on student fitness, Krusé 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 2005-2006 school year.

Given that all students assigned to Krusé are identified as emotionally handicapped or severely emotionally disturbed, all students will be provided the appropriate therapeutic (physical or mental health) services as determined by their IEP.

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, when compared to the 2004-2005 school year.

Students enrolled in Music will identify treble and bass clef tablature and notes at least 80 percent of the time as determined by teacher evaluation.

Students enrolled in Art will utilize and identify elements of art and principles of design by producing an original art work.

Ruth Owens Krusé 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 Krusé Educational Center in 2006 will increase by 50 percent when compared to the previous school year.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades six through 10 at Ruth Owens Krusé Educational Center, all of whom are exceptional education students, will improve their reading skills as evidenced by 44 percent of students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, Hispanic students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, African American students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, Economically disadvantaged students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

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Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grades six through ten at Ruth Owens Krusé Educational Center, all of whom are exceptional education students, will improve their science skills as evidenced by a three point increase in the mean score on the 2006 administration of the FCAT or an alternate assessment.

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

During the 2005-2006 school year, given a school wide emphasis on character education, data analysis of CALM and walkout logs, and monitoring the monthly suspension rate reports, the suspension rate will decrease by two percent as compared to the end of year suspension rate for the 2004-2005 school year.

Given a school wide emphasis on educational technology, teachers will implement the use of technology as evidenced by 100 percent utilizing the electronic grade-book during the 2005-2006 school year.

During the 2005-2006 school year, given an emphasis on student fitness, Krusé 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 2005-2006 school year.

During the 2005-2006 school year, given that all students assigned to Krusé are identified as emotionally handicapped or severely emotionally disturbed, all students will be provided the appropriate therapeutic (physical or mental health) services as determined by their IEP.

During the 2005-2006 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 2004-2005 school year.

During the 2005-2006 school year, students enrolled in Music will identify treble and bass clef tablature and notes at least 80 percent of the time as determined by teacher evaluation.

During the 2005-2006 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 2005-2006 school year, Ruth Owens Krusé Educational Center will monitor the value and cost effectiveness of its programs, based on per pupil expenditure.

During the 2005-2006 school year, the number of students graduating from Ruth Owens Krusé Educational Center will increase by 50 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. Improving student reading skills and providing therapeutic services for all students at this school's two priorities for the 2005-2006 school year.

# 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 Krusé 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

Respect:

We foster respect for ourselves, others, and our environment.

Responsibility/Self-Determination:

We encourage all stakeholders to be accountable for their actions and encourage students to actively participate in their personal quest for success.

Cooperation:

We collaborate with all stakeholders in an effort to improve the lives of our students.

Empathy:

We are considerate of students' needs and circumstances when determining how to best serve them in a nurturing but effective manner.



## *School Demographics*

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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 school 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, computer education, consumer and family sciences, business education, 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 148 students in grades six through eight and 33 students in grades nine through 12. Of these, 147 are males and 34 are females. Their ethnic composition is 34 percent African American, 47 percent Hispanic, 18 percent White, 0.5 percent Native American and 0.5 percent mixed race. From this population, 82 percent of the students receive free or reduced lunch.

Our staff consists of 43 teachers and 11 clinicians, of which there are 15 males and 39 females. The clinical staff consists of three clinical social workers, seven 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 45 percent, while 20 percent have Master's degrees, and 20 percent have either specialist or doctorate degrees. In regards to experience and qualifications, the average number of years teaching is 12. Nine percent of the teachers are beginning teachers, and six are considered to be teaching out of field. Nine teachers are National Board Certified.

The total number of paraprofessionals is 27 and 18 are females and nine males. Their ethnic composition is approximately 70 percent African American, 15 percent Hispanic, and 15 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).

Krusé has identified the Plan-Do-Study-Act Model as the research-based school improvement model to be implemented during the 2005-2006 school year. Staff will receive training throughout the school year to implement this model.

# *School Foundation*

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## ***Leadership:***

Leadership was the highest rated category by staff members. Ninety (90) 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. Fifteen (15) percent of the staff members disagreed or strongly disagreed with the statement "My organization asks me what I think".

## ***District Strategic Planning Alignment:***

Seventy-seven (77) percent of the staff agreed or strongly agreed that their ideas were considered as in the development of school improvement initiatives. Thirteen (13) 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:***

Seventy-nine (79) percent of the staff agreed or strongly agreed that the school focuses on students' needs. Seven (7) 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:***

Seventy-seven (77) 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, 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:***

Eighty-eight (88) percent of staff agreed or strongly agreed that they can interpret student data and use the information to individualize instruction. Thirteen (13) percent of the staff members disagreed or strongly disagreed with the statement, "I have a safe workplace".

### ***Education Design:***

Ninety-nine (99) percent of staff agreed or strongly agreed that we have "good processes for doing our work" and ten (10) percent disagreed or strongly disagreed with the statement, "I have control over my work processes".

#### Extended Learning Opportunities:

Ruth Owens Krusé 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 Krusé 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 Krusé Educational Center identified the Plan-Do-Study-Act Model as the research-based school improvement model to be implemented during 2005-2006, 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:***

Eighty-nine (89) percent of the staff agreed or strongly agreed that the organization obeys laws and regulation and twenty-four (24) percent of the staff surveyed disagreed or strongly disagreed with the statement that they know how well their organization is doing financially.

- The number of students in a standard curriculum tract increased from the previous year.
- A high school academy was established. The school's first student successfully graduated from High School with a Special Diploma.
- The number of indoor and outdoor suspensions dramatically dropped from the previous year.
- Four additional National Board certified teachers were hired and/or passed the National Board for Professional Teaching Standards Exam.
- 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 type="checkbox"/>	<input 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 type="checkbox"/>

### **GOAL 1 STATEMENT:**

Increase the students' performance in their reading comprehension skills.

### ***Needs Assessment***

An analysis of the students' scores on the 2004 and 2005 FCAT Reading tests revealed that all students and subgroups are deficient in their comprehension skills as evidenced by the scores in each content strand tested. Improvements were made in 2005 by students in grades six through eight in the Words and Phrases subtest, as evidenced by an eighteen percent increase in the scores. Students in grades six through eight also showed an improvement in the 2005 FCAT Reading subtest in the area of Reference and Research as demonstrated by a 17 percentage points increase over the 2004 FCAT administration. The students in grade eight showed an overall improvement on the 2005 FCAT Reading test as demonstrated by increasing 15 percentage points. However, the seventh grade students made the least improvements on the 2005 FCAT administration as evidenced by a decrease of five percentage points when comparing the mean score with the mean score for 2004. Also, sixth grade students made the least improvements on the Reference/Research Strand of the 2005 FCAT administration, as manifested by a decrease of four percentage points on the mean score when compared to the mean score in 2004, indicating the need for additional explicit instruction with this population. Of the 18 students tested using the Brigance as their alternate assessment, 39 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades six through 10 at Ruth Owens Krusé Educational Center, all of whom are exceptional education students, will improve their reading skills as evidenced by 44 percent of students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, Hispanic students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, African American students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma Sunshine State Standards for Special Diploma, Economically disadvantaged students in grades six through 10 will improve their reading skills as evidenced by 44 percent of the students scoring at Level 3 and above on the 2006 FCAT Reading Test or an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teachers will 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.	Language Arts/Reading teachers	8/4/2005	5/24/2006
All students will be monitored and assessed on utilizing the Diagnostic Assessment of Reading (DAR) pre-progress and post-tests. Quick Reads (Pearson Learning Group) fluency data will be reported and disaggregated to ensure students in all subgroups are making progress.	Language Arts/Reading teachers, Reading Coach	8/4/2005	5/24/2006
Electronic programs, such as STAR, Accelerated Reader, FCAT Explorer, and Riverdeep, will be utilized to monitor student progress.	Language Arts/Reading teachers, Reading Coach, Comp Specialist	8/4/2005	5/24/2006
All students scoring on Level 1 and Level 2 on the 2005 FCAT administration will receive additional assistance in reading through their enrollment in intensive reading courses utilizing Read 180 and	Language Arts/Reading teachers, Reading Coach	8/24/2005	5/24/2006

research based programs, such as Great Source Reading and Quick Reads.			
An after-school tutorial program will be offered to students performing below grade level.	Selected Teachers	8/4/2005	5/24/2006
The school newsletter will be distributed to caregivers to encourage the use of Riverdeep and FCAT Explorer at home.	Asst Principal, LA Dept Chair	8/4/2005	5/24/2006
Teachers will develop a curriculum binder to assist them in planning lessons that address students' abilities and learning styles, using various strategies and accommodations that help pupils access the curriculum and increase their academic achievement.	Principal, Asst Principal, Literacy Team	8/4/2005	5/24/2006
Students will 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.	Elective Teachers	8/4/2005	5/24/2006
Instructional strategies such as Word Walls, graphic organizers, reciprocal teaching, read-aloud, shared reading, story frameworks, guided reading, and CRISS strategies will be used to help students develop a deeper understanding of text.	Language Arts/Reading teachers, Reading Coach	8/4/2005	5/24/2006
Student progress data will be disaggregated and provided to teachers for differentiated instruction.	Principal, Asst Principal, Selected Teachers	8/4/2005	5/24/2006
Students will practice their reading skills by learning how to read music and perform songs during music class.	Music Teacher	8/4/2005	5/24/2006
Teachers will utilize vocabulary strategies that focus on context clues, prefixes, suffixes, and root words.	Language Arts/Reading Teachers	8/4/2005	5/24/2006
Students will practice their reading skills in the school's library media program by conducting library research using print and non-print sources.	Media Specialist	8/4/2005	5/24/2006
Teachers will 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.	Principal, Asst, Principal, Language Arts/Reading teachers	8/4/2005	5/24/2006

## **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 and other district mandated tests to target needed SSS benchmarks.
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



## 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 type="checkbox"/>	<input 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 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 2004 and 2005 FCAT administrations revealed that students in grade six demonstrated improvement in the Geometry subtest as evidenced by an increase of 11 percentage points. Students in grade seven demonstrated improvement in the Data Analysis subtest as demonstrated by an 11 percentage points increase over the previous year. However, seventh grade students made the least improvements on the Measurement subtest as evidenced by a decrease of 11 percentage points when compared to the mean score from 2004. Also, seventh grade students made the least improvements in the Geometry subtest as demonstrated by a decrease of 13 percentage points on the mean score. Overall, students showed greatest deficiencies in the Measurement and Algebraic Thinking subtests, as their mean scores were the lowest for those two areas across grade levels. Of the 18 students tested using the Brigance as their alternate assessment, 44 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	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Measurable Objective

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Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, Economically disadvantaged students in grades six through 10 will improve their mathematics skills as evidenced by 50 percent of the students scoring at Level 3 and above on the 2006 FCAT Mathematics Test or an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teachers will 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	8/4/2005	5/24/2006
Teachers will continue to provide instruction as per the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Staffing Specialist, Teachers	8/4/2005	5/24/2006
All students will be monitored and assessed utilizing the pre-progress and post-tests provided by state-adopted textbooks. Collected data will be reported and disaggregated to ensure students in all subgroups are making progress.	Teachers, Dept Chair	8/4/2005	5/24/2006
Electronic programs, such as FCAT Explorer and Riverdeep will be utilized to supplement the mathematics program.	Teachers, Dept Chair, Media Specialist	8/4/2005	5/24/2006
An after-school tutorial program will be offered to students performing below grade level.	Selected Teachers	8/4/2005	5/24/2006

The school newsletter will be distributed to caregivers to encourage the use of Riverdeep and FCAT Explorer at home.	Asst Principal, Dept Chair, Media Specialist	8/4/2005	5/24/2006
Students will practice and increase their mathematics measurement skills in Family and Consumer Science through hands on activities such as cooking and baking as they follow a recipe.	Elective Teacher	8/4/2005	5/24/2006

## **Research-Based Programs**

1. MacDougal Little Middle School Florida Edition for sixth through 12th grade
2. Glencoe Algebra for ninth through 12th grade

## **Professional Development**

1. Staff development programs on core curriculum materials will be provided for teachers.
2. Training on the Riverdeep 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. Quarterly assessments through sample FCAT problems found utilizing state-adopted mathematics textbook
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2005 FCAT Writing results shows that grade eight students improved in the Expository Writing Test scores by two percentage points over the 2004 FCAT administration. Eighth grade students improved six percentage points in the Persuasive Writing Test scores compared to the previous year. However, students in grades six through eight exhibited weaknesses in the Writing Mechanics portion of the 2005 FCAT Writing administration. Also, eighth grade students who scored a one on the Persuasive Writing prompt increased by one percent points over the 2004 FCAT administration. The writing scores for the 2004 and 2005 school year were sufficient for our school to make adequate yearly progress in this area. Of the 18 students tested using the Brigance as their alternate assessment, 58 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	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grade eight through ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at the state mastery level on the 2006 administration of the FCAT or an alternate assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teachers will 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.	Principal, Asst Principal, Language Arts Dept Chair, Teachers	8/4/2005	5/24/2006
Teachers will continue to provide instruction per students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Staff Specialist, Teachers	8/4/2005	5/24/2006
Graphic organizers will be used by students to help them organize their thoughts.	Teachers, Reading Coach	8/4/2005	5/24/2006
Students will practice writing topic sentences, detail sentences, beginning-middle-end paragraph, and learn self-editing skills.	Teachers, Reading Coach	8/4/2005	5/24/2006
An after-school tutorial program will be offered to students performing below grade level.	Selected Teachers	8/4/2005	5/24/2006
Students will practice their writing skills in business computers by word processing different types of business letters as measured by teacher observation and evaluation.	Elective Teacher	8/4/2005	5/24/2005
Implement specific grammar instruction focusing on the teaching of conventions, punctuation placement, and sentence variety.	Teachers, Reading Coach	8/4/2005	5/24/2006

## **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. 2006 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 paragraph, and 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

An analysis of the 2004 and 2005 administrations of the FCAT shows that students in grade eight demonstrated improvement in the 2005 FCAT Science subtest of Life Environment by increasing two percentage points. Students in grade eight demonstrated a two percentage point increase in the 2005 FCAT Science subtest of Earth/Space (twenty-five percent) compared to Scientific Thinking (twenty-three percent). However, eighth grade students decreased eleven percentage points on the 2005 FCAT Science administration compared to the mean score from the previous year. Based on an analysis of FCAT performance results, students need assistance in the Scientific Query Process, indicating a need for additional labs and performance tasks addressing this strand. Of the 18 students tested using the Brigance as their alternate assessment, 85 percent scored Level 3 or above.

## Measurable Objective

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grades six through ten at Ruth Owens Krusé Educational Center, all of whom are exceptional education students, will improve their science skills as evidenced by a three point increase in the mean score on the 2006 administration of the FCAT or an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase interactive, multimedia, and hands-on activities, such as HOTSLS (hands-on traveling student lab), Science Fair, Buzz on Science, that accommodate students' learning needs and styles as stated on their IEPs.	Science Teachers	8/4/2005	5/24/2006
Expand the use of the Riverdeep Science electronic program to provide students with remediation on Sunshine State Standards (SSS) benchmarks.	Asst. Principal, Science Dept Chair	8/4/2005	5/24/2006
Continue to provide instruction as per students' IEPs and state and district initiatives.	Staff Specialist	8/4/2005	5/24/2006
Provide students with reading opportunities in science content, using science journals such as Science World and Super Science.	Science Teachers	8/4/2005	5/24/2006
Student achievement in science will be promoted by a focus on vocabulary instruction using various strategies including Word Walls, FCAT Dailies, and the school's news broadcast.	Science Teachers	8/4/2005	5/24/2006
Technology teacher, in conjunction with the science teachers will construct bottle rockets and CO2 cars, and the students will compete to determine the best in class.	Science and Elective Teachers	8/4/2005	5/24/2006

## 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 devised and site created 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

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<input 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 Krusé 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 2004-2005 school year reveals that forty-two percent of parents/guardians attended scheduled IEP meetings. Also, 350 parents/guardians attended other meetings and school functions, including Functional Assessment of Behavior/Behavioral Intervention Plan (FAB/BIP) meetings, school assemblies, and others. However, 58 percent of parents did not attend the annual IEP meetings, and only 28 percent of parents/guardians attended the school's Open House.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Send bi-quarterly interim reports to parents/guardians.	Teachers	8/4/2005	5/24/2006
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	8/4/2005	5/24/2006
Continue to showcase the students' work and performances throughout the school year.	Teachers	8/4/2005	5/24/2006
Promote Parent Academy classes developed by the district.	Principal, Asst Principal, Selected Teachers, Clinical Staff	8/4/2005	5/24/2006
Provide off-campus parent workshops addressing ESE issues.	Principal, Asst Principal, Selected Teachers, Clinical Staff	8/4/2005	5/24/2006
Develop a sign-in form to document parental/guardian attendance at school meetings and functions.	Principal, Asst Principal	8/4/2005	5/24/2006
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	8/4/2005	5/24/2006

### 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 IEP process.

## **Evaluation**

1. Parental participation in school meetings and functions as documented through a parent participation form
2. Comparison of 2005-2006 parental participation data with that of 2004-2005

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

### *Miami-Dade County Public Schools*

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 have developed and implemented safe school practices that address our students' handicapping conditions and follow the District's Code of Student Conduct. Data collected is used to monitor progress, develop strategies that enhance the learning environment, and address the students' needs. Based upon the last ESE Monthly Suspension Report during the 2004-2005 school year, there were 983 outdoor suspensions given for violations of the Miami-Dade County School's Code of Student Conduct.

## Measurable Objective

During the 2005-2006 school year, given a school wide emphasis on character education, data analysis of CALM and walkout logs, and monitoring the monthly suspension rate reports, the suspension rate will decrease by two percent as compared to the end of year suspension rate for the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teachers will implement the district's character education program school wide.	Teachers, Clinical Staff	8/4/2005	5/24/2006
Create a task force that will review our school's behavior management system and develop a plan that addresses our students' handicapping conditions, is aligned with district, state, and federal mandates, and is based on best practices.	Teachers, Clinical Staff	8/4/2005	5/24/2006
Establish a Crisis Incident Response Team for the school following district guidelines.	Teachers, Clinical Staff	8/4/2005	5/24/2006
Analyze data collected from district and school site sources to monitor students' assigned to out of school suspension.	Teachers, Clinical Staff	8/4/2005	5/24/2006
Develop Functional Assessment of Behavior (FAB) and Behavior Intervention Plans (BIP) for students as needed.	Teachers, Clinical Staff, Staff Specialist	8/4/2005	5/24/2006

## Research-Based Programs

M-DCPS Nine Core Character Education Values program

## Professional Development

1. Staff will be trained on the school's behavior management system.
2. Staff will be trained on Crisis Incident Response, informing them of their duties and responsibilities.

## **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

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

*Miami-Dade County Public Schools*

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

**GOAL 7 STATEMENT:**

To utilize technology school wide in order to provide accurate and up to date information pertaining to student achievement and attendance and encourage parental involvement.

**Needs Assessment**

The 2004 STaR School Profile Report indicated that Ruth Owens Krusé Educational Center ranks in stage 3 or advanced range on a four point scale in teacher access to technology, which is higher than the Miami-Dade County Public’s School average of 1.8. Teacher use of technology is 1.9, which is in the intermediate stage.

Based on an analysis of this data, the infrastructure is in place for the implementation of the Pinnacle Excelsior Grade-book program, since teachers both have access to computers and know how to use technology. Implementation of the Pinnacle Excelsior Grade-book program will allow teachers to keep accurate and up to date information pertaining to student achievement and attendance, increase teaching time because the program averages grades automatically, encourage parental involvement since parents can access their child’s grades, and improve school to home communication since the program generates letters and/or e-mails to parents/guardians.



## Measurable Objective

Given a school wide emphasis on educational technology, teachers will implement the use of technology as evidenced by 100 percent utilizing the electronic grade-book during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train all instructional staff to use the Excelsior Grade-book program and maintain all grade-books electronically.	Asst. Principal, Tech Specialist, Reading Coach	8/4/2005	5/24/2006
Provide parental training on how parents can access their child's information online.	Asst Principal, Tech Specialist, Reading Coach	8/4/2005	5/24/2006

## Research-Based Programs

Pinnacle Excelsior Gradebook

## Professional Development

All instructional and support staff will be trained to use the Excelsior Grade-book program.

## Evaluation

Individual teacher gradebooks generated by Excelsior software

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

### **GOAL 8 STATEMENT:**

To develop student learners who understand and appreciate the importance of being physically and mentally fit, engage in physical activity, and value lifelong practices that promote health and wellness.

### **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 interferes with their ability to access their grade level curriculum. A comprehensive therapeutic program that meets the individual students' social and emotional needs is an integral part of their individual educational plan (IEP) for the 2005-2006 school year.

## Measurable Objective

During the 2005-2006 school year, given an emphasis on student fitness, Krusé 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 2005-2006 school year.

During the 2005-2006 school year, given that all students assigned to Krusé are identified as emotionally handicapped or severely emotionally disturbed, all students will be provided the appropriate therapeutic (physical or mental health) services as determined by their IEP.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide fitness related activities that emphasize cardiovascular and muscular strength, endurance, speed, agility, and flexibility, and monitor activities via the physical education teacher's lesson plans.	PE Teacher	8/4/2005	5/24/2006
All students enrolled in physical education classes will be tested weekly in one of the five specified events and their performance will be logged to monitor progress.	PE Teacher	8/4/2005	5/24/2006
Use student data from the first nine weeks period as a baseline measure, and record and chart student progress.	PE Teacher	8/4/2005	5/24/2006
Recognize students who achieve the National Physical Fitness or Presidential Fitness Awards at the school's awards programs.	Principal, Asst Principal, PE Teacher	8/4/2005	5/24/2006
Assign a clinician to all students, who will be responsible for case management, counseling, family services, and other therapeutic services as needed.	Clinical Staff	8/4/2005	5/24/2006
Identify need and refer students to services provided by the on-site mental health agency.	Clinical Staff	8/4/2005	5/24/2006

## Research-Based Programs

President's Challenge Physical Activity and Fitness Awards Program

## **Professional Development**

1. Selected staff will be trained on data analysis.
2. Physical Education workshops provided by the school or district staff.
3. Inservices will be provided for staff on mental health issues.

## **Evaluation**

1. President's Challenge Physical Activity and Fitness Awards Program
2. Psychiatric services for medication management and medication administration logs

## 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.)

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

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

**GOAL 9 STATEMENT:**

To increase students' appreciation of art, music, and culinary arts by participating in student performances and competitions.

**Needs Assessment**

Krusé students have consistently performed well in activities that promote art and music appreciation. 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. Participation in these art and music activities has helped our students improve their self-esteem and interpersonal relations.

## Measurable Objective

During the 2005-2006 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 2004-2005 school year.

During the 2005-2006 school year, students enrolled in Music will identify treble and bass clef tablature and notes at least 80 percent of the time as determined by teacher evaluation.

During the 2005-2006 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	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/4/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/4/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, and grants.	Principal, Asst Principal	8/4/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Clinical Staff	8/4/2005	5/24/2006

## Research-Based Programs

District's competency based curriculum and Sunshine State Standards for art, music, and family consumer and consumer science

## 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.

## **Evaluation**

1. Number of students entering the Dade County Youth Fair
2. Teacher evaluation of the students' work in art, music, and culinary arts and crafts

## 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"/>

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

**GOAL 10 STATEMENT:**

Ruth Owens Krusé 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 Krusé Educational Center is not ranked on the State of Florida ROI index.



## Measurable Objective

During the 2005-2006 school year, Ruth Owens Krusé 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	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/4/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/4/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, and grants.	Principal, Asst Principal	8/4/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Clinical Staff	8/4/2005	5/24/2006

## 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 school improvement plan to determine progress.

## 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.)

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 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 Krusé Educational Center.

### ***Needs Assessment***

During the 2004-2005 school year only one student graduated from Ruth Owens Krusé 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

During the 2005-2006 school year, the number of students graduating from Ruth Owens Krusé Educational Center will increase by 50 percent when compared to the previous school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teachers will continue to provide instruction using the Sunshine State Standards (SSS) or the SSS for Special Diplomas.	Principal, Asst Principal	8/4/2005	5/24/2006
IEP Team will complete the ESE transition plans for all 12th grade students.	Principal, Asst Principal, Staff Specialist	8/4/2005	5/24/2006
Students will participate in community-based career preparation programs, such as Project Victory.	Selected Teachers, Clinical Staff	8/4/2005	5/24/2006
The ESE transition specialist will complete senior profiles to determine the student's compliance with graduation requirements.	Transition Specialist, Staff Specialist, Prog Specialist	8/4/2005	5/24/2006
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	8/4/2005	5/24/2006
Teachers will review career education programs available to graduating students.	Career Specialist	8/4/2005	5/24/2006
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	8/4/2005	5/24/2006

### Research-Based Programs

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

## **Professional Development**

1. Teachers will be trained in writing 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 meet the criteria for graduation
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. A school-wide comprehensive Behavior Management Plan will be utilized to monitor student behavior.

***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, a CRISIS Debriefing Team, CALM/SCSI, FAB/BIPs, and the District Code of Student Conduct.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*