

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Ruth Owens Krusé Education Center (8181)

Feeder Pattern - Specialized Educational Center

Alt/ESE

District 13 - Miami-Dade

Principal - ANGEL RODRIGUEZ

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Ruth Owens Krusé Educational Center is a Kindergarten through 12th grade school that serves approximately 175 students diagnosed with emotional/behavioral disorder (EBD). Our school emphasizes a structured curriculum, a behavior management program, current technology, and best practices to engage students in their educational process. Students follow an elementary, 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 three through ten, all of whom are students with disabilities, will improve their reading skills as evidenced by 58 percent of students with disabilities scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 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 three through ten, all of whom are students with disabilities, will improve their mathematics skills as evidenced by 62 percent of students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 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 four, eight, and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at proficiency level on the 2008 administration of the FCAT Writing or an alternate assessment.

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades five, eight, and eleven will improve their science skills as evidenced by 44 percent of students scoring at proficiency level on the 2008 FCAT Science Test or an alternate assessment.

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

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a two percent decrease in the number of Classroom for Alternative Learning Methods (CALM) referrals, and indoor and outdoor suspensions compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students will increase their usage of educational electronic programs by at least 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on student fitness, 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 Fitnessgram Award during the 2007-2008 school year.

Given that all students have an Individualized Education Plan, which includes therapeutic/behavioral goals, 80 percent of students will receive at least one counseling session per week during the 2007-2008 school year.



School Improvement Plan 2007-2008



Given an emphasis on the benefits of participating in art, music, horticulture, and culinary arts classes, the students' appreciation of these areas will be enhanced by an increase of five percent in the number of students participating in the Dade County Youth Fair or the Fairchild Challenge during the 2007-2008 school year.

During the 2007-2008 school year, Ruth Owens Krusé Educational Center will monitor the value and cost effectiveness of its programs based on per pupil expenditure.

All twelve grade students meeting the graduation requirements for a regular and/or special diploma will graduate.

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 Spring 2007 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.



School Improvement Plan 2007-2008



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.

8181 - 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



School Improvement Plan 2007-2008



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 Kindergarten through 12 that have been identified with an emotional/behavioral disorder (EBD). 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, and physical education as elective classes. A wide range of clinical support services is 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 32 students in Kindergarten through grade five, 66 students in grades six through eight and 87 students in grades nine through 12. Of these, 79 percent are males and 21 percent are females. Their ethnic composition is 33 percent African American, 49 percent Hispanic, 17 percent White and one percent multiracial. From this population, 81 percent of the students receive free or reduced lunch.

Our staff consists of 55 teachers and nine clinicians, of which there are 11 males and 53 females. The clinical staff consists of three clinical social workers, four clinical psychologists, one full time art therapist, one part time art therapist, and one guidance counselor. Their ethnic composition is 11 percent African American, 39 percent White, 47 percent Hispanic, and three percent Asian/Pacific. The percent of teachers and counselors with a Bachelor's degree is 46 percent, while 34 percent have Master's degrees, and 20 percent have either specialist or doctorate degrees. The average number of years teaching is thirteen. There is one first year teacher. Eight teachers are National Board Certified.

The total number of paraprofessionals is 36; 25 are female and 11 are male. Their ethnic composition is 69 percent African American, 15 percent Hispanic, 15 percent White and one percent Asian/Pacific Islands. 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:

Staff members rated Leadership as the third highest category on the OPIS. The Category Score was 3.9. Based on the overall ranking by item average score, the highest rated item in this category with an Item Score of 4.3 out of a possible 5.0 was "I know my work location's mission (what it is trying to accomplish)". The second highest rated item with an Item Score of 3.5 was "My work location asks me what I think".

District Strategic Planning Alignment:

This was the lowest rated category on the OPIS with a Category Score of 3.6. The highest ranked item with an Item Score of 3.5, was "As it plans for the future, my work location asks for my ideas."

Stakeholder Engagement:

Customer and Market Focus was ranked the second highest category on the OPIS with a category score of 4.1. Within this category, the highest ranked item with an Item Score of 4.5 was, "I know who my most important customers are". The second highest item, with an Item Score of 4.4 was "I keep in touch with my customers".

Faculty & Staff:

This category was ranked sixth, with a Category score of 3.8. The highest ranking item in this category with a Category Score of 3.6 was "I am recognized for my work".

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. Members of the Instructional Leadership Team, consisting of department heads, team leaders, reading coaches, and administrative staff, work together to provide assistance in mentoring new teachers as well as veteran teachers in classroom instruction and management. The school has eight National Board certified teachers who provide 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 types of meetings promote collaboration, and have led to the initiation of learning communities in conjunction with the professional development plan process.

Data/Information/Knowledge Management:

This category was ranked sixth, with a Category score of 3.8. The highest ranking item in this category with a Category Score of 3.6 was "I am recognized for my work".

Education Design:

This category was ranked sixth, with a Category score of 3.8. The highest ranking item in this category with a Category Score of 3.6 was "I am recognized for my work".

Performance Results:



School Improvement Plan 2007-2008



This category was ranked fifth with a Category Score of 3.8. Item with the highest ranking in this category was "My work products meet all requirements for high quality and excellence", with an Item Score of 4.4. The second item, with an Item Score of 4.3 was "My customers are satisfied with my work."

Furthermore, four Seniors successfully graduated from high school with a Special Diploma. The number of students assigned to indoor and/or outdoor suspension decreased from the previous year. Students participating in the Fairchild Challenge met the Challenge by earning more than the required number of points for their entries. Students exempted from the FCAT showed a 20 percent improvement on their scores in the alternate assessment. However, standard curriculum students continue to perform below National, State, and District levels in the Reading, Mathematics, Writing, and Science portions of the FCAT.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

ROK is a center school for EBD students. Each student has an IEP designed to address the individual needs of the student. Vocational courses and differentiated curricula are used to meet academic and behavioral goals. Individual, group, and family therapy are also provided as part of the students' treatment plans.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Reading

Needs Assessment

Disaggregated data is only available for grades seven and eight. An analysis of the data on the 2007 FCAT Reading test compared to the previous year, revealed that:

Students in grade seven increased 12 percentage points in the Comparisons subtest, while students in grade eight increased five percentage points.

Eighth grade students increased 10 percentage points in the Words and Phrases subtest.

Students in grade eight decreased four percentage points in Main Idea/Purpose and seventh grade students remained the same.

Seventh grade students decreased one percentage point in the Reference & Research subtest, while eighth grade students increased three percentage points.

Overall, the lowest scores were in the Reference & Research subtest. The highest increases were in the Comparisons subtest. Although greater emphasis must be placed on the Reference & Research area, our students require extra practice in all areas in order to meet FCAT and AYP requirements.

NCLB Subgroup Target

School Improvement Plan

2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards or Sunshine State Standards for Special Diploma, students in grades three through ten, all of whom are students with disabilities, will improve their reading skills as evidenced by 58 percent of students with disabilities scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their reading skills as evidenced by 58 percent of the students scoring at proficiency level on the 2008 FCAT Reading Test or an alternate assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute school newsletter to caregivers encouraging the use of Riverdeep and FCAT Explorer at home.	Administrator, LA Dept Chair	8/20/2007	5/5/2008	Exchange Meaningful Information	0
Utilize and update 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 academic achievement.	Administrator, Literacy Team	8/20/2007	5/5/2008	District-wide Literacy Plan	0
Provide an after-school tutorial program to students performing below grade level.	Administrator, Selected Teachers	10/8/2007	5/8/2008	District-wide Literacy Plan	15000
Select students to participate in the BRIDGES Program that utilizes sensory integration as a means to improve reading.	Administrator, BRIDGES teacher and Paraprofessional	8/20/2007	9/7/2007	District-wide Literacy Plan	1400
Monitor and assess students utilizing the Diagnostic Assessment of Reading (Interim Progress Tests, FORF 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	8/20/2007	5/5/2008	District-wide Literacy Plan	0
Provide opportunities for students to practice and increase their reading skills in elective classes through hands-on activities.	Administrator, Elective Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
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	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
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	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide assistance to students scoring below proficiency level on the 2007 FCAT administration through intensive reading courses utilizing Read 180 and research based programs, such as Great Source Reading, Quick Reads, and Bridges to Literature.	Administrator, Language Arts/Reading teachers, Reading Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	2000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/20/07	05/09/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



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
8. Bridges to Literature

Professional Development

1. Teachers will be trained on the use of electronic programs, such as Riverdeep, Accelerated Reader and FCAT Explorer to monitor students' progress in reading.
2. Teachers will be trained on language arts issues, strategies, and best practices for EBD students.

Evaluation

1. 2007 FCAT or Alternate Assessment
2. Read 180
3. Accelerated Reader
4. FCAT Explorer
5. Riverdeep
6. Individual Educational Plans
7. DAR, FORF, CELLA, BRIDGES
8. District Interim Assessments

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Mathematics

Needs Assessment

Disaggregated FCAT data is available only for students in grades seven and eight. A comparison of FCAT scores from 2007 and 2006 reveals that:

Seventh grade students increased 11 percentage points in the Measurement subtest and the eighth grade students increased eight percentage points.

Students in grade seven increased 11 percentage points in the Algebraic Thinking & Data Analysis subtest, while the students in grade eight remained the same.

Seventh grade students decreased 13 percentage points in Geometry and eighth grade students increased eight percentage points.

Seventh grade students decreased 11 percentage points in the Number Sense subtest, while eighth grade students remained the same.

Of the 41 students in grades six through ten tested using the Brigance as their alternate assessment, 90 percent scored Level 3 or above, showing a 20 percent increase over the previous year.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grades three through ten, all of whom are students with disabilities, will improve their mathematics skills as evidenced by 62 percent of students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 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 three through ten will improve their mathematics skills as evidenced by 62 percent of the students scoring at proficiency level on the 2008 FCAT Mathematics Test or an alternate assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide practice in mathematics measurement skills in elective classrooms using hands on activities.	Administrators, Elective Teacher	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Utilize web-based programs, such as Compass Learning, FCAT Explorer and Riverdeep to supplement the mathematics program.	Administrators, Teachers, Dept Chair, Media Specialist	8/20/2007	5/5/2008	Seamless PreK-12 Curriculum	2500
Provide instruction per the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Administrators, Staffing Specialist, Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Use 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	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/07	6/05/08	Continuous Improvement Model	0
Monitor and assess student progress utilizing the pre-tests and post-tests provided by state-adopted textbooks. Collect and analyze data to ensure students in all subgroups are making progress.	Administrators, Teachers, Dept Chair	8/20/2007	5/5/2008	Continuous Improvement Model	0
Provide an after-school tutorial program to students performing below grade level.	Principal	10/08/07	5/08/08	Academic Enrichment Opportunities	10000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/20/07	05/09/08	Continuous Improvement Model	0

Research-Based Programs

1. MacDougal Little Middle School Florida Edition for sixth through 12th grade
2. MacDougal 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 Compass Learning program will be provided for teachers.
3. Staff development on issues, strategies and best practices for EBD in mathematics.

Evaluation



School Improvement Plan 2007-2008



1. 2008 FCAT or Alternate Assessment
2. District Interim Assessments
3. Site-authored assessments
4. Individual Educational Plans

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

Writing

Needs Assessment

An analysis of student performance on the 2007 FCAT Writing+ results shows that grade eight students decreased one percentage point in the Expository Writing scores on the writing combined results.

Eighth grade students who scored 4.5 using the rubric improved 3 percentage points in their mean score as compared to the combined FCAT Writing+ scores.

An analysis of the 2005-2006 FCAT Writing+ shows that 17 percent of all students scored 1.0-1.5 as compared to the 2006-2007 FCAT Writing+ where 10 percent of students scored 1.0-1.5, a decrease of seven percentage points.

Of the 16 students in grades eight and ten tested using the Brigance as their alternate assessment, 88 percent scored Level 3 or above, showing an increase of 31 percent over the previous year.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards or the Sunshine State Standards for Special Diploma, students in grade four, eight, and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at proficiency level on the 2008 administration of the FCAT Writing or an alternate assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer an after-school tutorial program to students performing below grade level.	Administrators, Selected Teachers	10/9/2007	5/8/2008	Seamless PreK-12 Curriculum	2000
Provide grammar instruction focusing on the teaching of conventions, punctuation placement, and sentence variety.	Administrators, Teachers, Reading Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide practice in writing topic sentences, detail sentences, beginning-middle-end paragraphs, and self-editing skills, utilizing graphic organizers and other writing strategies.	Administrators, Teachers, Reading Coach	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide instruction per students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Administrators, Staffing Specialist, Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
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	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0

Research-Based Programs

1. Comprehensive Research-Based Reading Plan (CRRP)
2. FCAT Writing Department of Education Materials
3. CRISSE (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. Teachers will be trained on issues, strategies, and best practices for EBD in language arts.

Evaluation

1. 2008 FCAT Writing+ 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. FCAT Writing+ Rubric will be used to assess sample papers and provide practice to students
5. Individual Educational Plans

Science Goal

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

Florida Education Priorities

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

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

Science Statement

Science

Needs Assessment

Students in grade eight improved performance in the Life Environment strand of the 2007 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 2007 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 2007 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, 77 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 five, eight, and eleven will improve their science skills as evidenced by 44 percent of students scoring at proficiency level on the 2008 FCAT Science Test or an alternate assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the Fairchild Challenge.	Administrators, Horticulture Teacher	8/20/2007	4/16/2008	Academic Enrichment Opportunities	0
Provide students with reading opportunities in science content, using science journals and library books.	Administrators, Science Teachers	8/20/2007	5/5/2008	Seamless PreK-12 Curriculum	0
Focus on vocabulary instruction using strategies and best practices for EBD.	Administrators, Science Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Build water bottle rockets and CO2 cars, and compete to determine the best in class.	Administrators, Science and Elective Teachers	8/20/2007	5/5/2008	Seamless PreK-12 Curriculum	0
Utilize interactive, multimedia, and hands-on activities that accommodate students' learning styles as stated in their IEPs.	Administrators, Science Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide instruction as per students' IEPs and state and district initiatives.	Administrators, Staff Specialist	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/07	6/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	08/03/07	05/03/08	Continuous Improvement Model	0

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. Staff will be trained on issues, strategies, and best practices for EBD.
2. FCAT Lab training will be provided for teachers.

Evaluation

1. 2008 FCAT or Alternate Assessment
2. Teacher records
3. District and site-authored assessments
4. Data from electronic managed programs
5. Individual Educational Plans

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

Parental Involvement

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 five 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 EBD children presents unique challenges that may limit parental involvement.

An analysis of pertinent data for the 2006-2007 school year reveals that 38 percent of parents attended the school's Open House, a 12 percent increase over the previous year. Sixty percent of the parents completed the parent survey, and 48 percent of parents signed a compact stating that they would collaborate with the school regarding their child's education.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote Parent Academy classes developed by the district.	Principal, Asst Principal, Selected Teachers, Clinical Staff, Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	2000
Increase home and school communication throughout the school year through flyers, student agendas, day notes, newsletters, and other forms of written and oral communications.	Principal, Asst Principal, Selected Teachers, Clinical Staff	8/20/2007	6/5/2008	Exchange Meaningful Information	600
Survey parents to determine their needs on various issues, such as services available, community resources, and parenting skills training.	Principal and Community Involvement Specialist	9/18/2007	10/5/2007	Exchange Meaningful Information	0
Send bi-quarterly interim reports to parents/guardians.	Principal and teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Showcase the students' classwork and performances throughout the school year.	Principal, Teachers	8/20/2007	5/5/2008	Academic Enrichment Opportunities	0
Utilize the Parent Resource sign-in form to document parental/guardian attendance at school meetings and functions.	Principal, Asst Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0

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 school functions as documented through a parent sign-in log.
2. Registration and completion of Parent Academy courses.
3. Comparison of 2007-2008 parental participation data with that of 2006-2007.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

Discipline and Safety

Needs Assessment

Maintaining a safe learning environment is essential for students to maximize their potential academic, social, and emotional growth. Krusé'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 and develop intervention strategies to enhance the learning environment. During the 2006-2007 school year, the number of periods spent by students in CALM decreased by 2,200 blocks over the previous year. The number of days students were assigned to outdoor suspension decreased on average by five days when compared to the previous year. An opportunity for improvement is the number of days students were assigned to indoor suspension, since there was an average increase of ten days over the previous year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a two percent decrease in the number of Classroom for Alternative Learning Methods (CALM) referrals, and indoor and outdoor suspensions compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement alternatives to suspension and exclusion based on best practices for EBD.	Principal, Teachers, and Clinical Staff	8/20/2007	6/05/2007	Safe and High-quality Facilities	0
Establish a school Crisis Incident Response Team following district guidelines.	Administrators, Teachers, Clinical Staff	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Analyze data collected from district and school site sources to monitor students assigned to out of school suspension.	Administrators, Teachers, Clinical Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
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	8/20/2007	5/05/2008	Continuous Improvement Model	0
Conduct orientation meetings with students and parents that address students' behavior standards and expectations.	Administrators, Teachers, Clinical Staff	8/20/2007	9/28/2008	Exchange Meaningful Information	0
Establish a Behavior Intervention Team that will assess problems that may arise in the classrooms prior to student removal.	Principal	08/20/07	06/05/08	Safe and High-quality Facilities	

Research-Based Programs

Positive Behavior Support Program

Professional Development

1. Staff will attend inservice training on issues, strategies and best practices for EBD students at ROK.
2. Staff will receive on-going training on the school's behavior management system and discipline plan.
3. Staff will be informed and participate on the Crisis Incident Response Team, and procedures and responsibilities will be reviewed.

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

Technology Goal

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

Florida Education Priorities

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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Technology Statement

Technology

Needs Assessment

The goal of Ruth Owens Krusé 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. Approximately 80 percent of the students participated in some type of electronic assessment during 2006-2007 to measure skill proficiency in reading and mathematics.

Measurable Objective

Given an emphasis on the use of technology in education, students will increase their usage of educational electronic programs by at least 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate technology in all curriculum areas to support school-to-work initiatives.	Administrators and Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	9000
Provide assistive technology including hardware/software necessary to allow students access to their education.	Administrators and Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	
Integrate instructional software to enhance Language Arts and Mathematics instruction.	Administrators, Language Arts and Mathematics teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	6000
Train staff on the Accelerated Reader, RiverDeep, Compass Learning, FCAT Explorer and Atomic Learning programs.	Principal, Tech Specialist, and Media Specialist	8/20/2007	10/9/2007	Seamless PreK-12 Curriculum	2000

Research-Based Programs

There is growing evidence to indicate a positive relationship between technology and student achievement. Years of brain research reveal that students learn best when they are actively engaged in context. Research-based programs include:

1. Accelerated Reader
2. Read 180
3. Compass Learning

Professional Development

1. Staff will be trained on the use various electronic 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. Compass Learning

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Health and Physical Fitness

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 Kruse' 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 Fitnessgram Awards Program. The Physical Fitness Program includes five events that measure muscular strength/endurance, cardio-respiratory endurance, speed, agility, and flexibility. Of the 63 students tested on the Fitnessgram, 4 received gold and 24 silver awards for a total of 28.

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 needs is the cornerstone of their individual educational plans (IEP). All students are seen on a regular basis by their clinician. During the 2006-2007 school year 75 percent of the students were seen at least one time each week by a therapist.

Measurable Objective

Given an emphasis on student fitness, 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 Fitnessgram Award during the 2007-2008 school year.

Given that all students have an Individualized Education Plan, which includes therapeutic/behavioral goals, 80 percent of students will receive at least one counseling session per week during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize students who achieve the Fitnessgram Awards at the school's awards programs.	Administrators, PE Teacher	8/20/2007	5/5/2008	Academic Enrichment Opportunities	0
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	8/20/2007	5/5/2008	Healthcare & Healthy Choices	0
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	8/20/2007	6/5/2008	Healthcare & Healthy Choices	
Participate in Special Olympics Activities.	Special Olympics Coach	10/05/07	05/04/08	Student Wellness	1800

Research-Based Programs

1. Fitnessgram Program
2. Positive Behavior Support (PBS)

Professional Development

1. Staff training on issues, strategies and best practices for EBD
2. Physical Education staff will participate in District training.
3. Staff development on mental health issues.

Evaluation

1. Fitnessgram
2. Psychiatric services from outside agency
3. Monthly Clinician Logs
4. IEPs
5. FABs/BIPs

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

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

Electives & Special Areas Statement

Electives & Special Areas

Needs Assessment

Krusé 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 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. Seventeen students enrolled in electives submitted a project to the Youth Fair during the 2006-2007 school year. Participation in these art and music activities has helped our students improve their self-esteem and interpersonal relations.

Measurable Objective

Given an emphasis on the benefits of participating in art, music, horticulture, and culinary arts classes, the students' appreciation of these areas will be enhanced by an increase of five percent in the number of students participating in the Dade County Youth Fair or the Fairchild Challenge during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop art students' self-esteem through demonstrating proficiency in the use of different techniques and media.	Principal and Elective Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Develop art students' eye-hand coordination through the use of various media and technology.	Principal and Elective Teacher	8/120/2007	6/05/2008	Academic Enrichment Opportunities	0
Enter Family and Consumer Science students in competitions on culinary arts and craft activities to provide enrichment experiences.	Principal and Elective Teacher	8/20/2007	5/05/2008	Academic Enrichment Opportunities	0
Increase students' music and art appreciation through participation in school performances and competitions.	Principal and Elective Teacher	8/20/2007	5/05/2008	Academic Enrichment Opportunities	0
Enter students' projects in the Youth Fair and the Fairchild Challenge.	Principal and Elective teachers	10/5/2007	4/18/2008	Inclusion of SWD	0

Research-Based Programs

1. District's Competency Based Curriculum
2. Sunshine State Standards

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.
4. Staff training on the Fairchild Challenge Program.

Evaluation

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

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Return on Investment

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 2007-2008 school year, Ruth Owens Krusé Educational Center will monitor the value and cost effectiveness of its programs based on per pupil expenditure.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	5/5/2008	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, and grants.	Principal, Asst Principal	8/20/2007	5/05/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	5/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal, Clinical Staff	8/20/2007	5/05/2008	Business Process Redesign	0
Monitor the success of web-based programs by gauging student gains in core subject areas.	Administrators, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

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

1. EESAC will monitor the utilization of funds expended per the School Improvement Plan to determine progress on goals.
2. End-of-year score reports will be used to determine effectiveness of purchased programs and equipment.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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 type="checkbox"/>

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

Graduation (High Schools Only) Statement

Graduation

Needs Assessment

During the 2006-2007 school year four students graduated from Ruth Owens Krusé Educational Center. As the high school program increases in numbers of students in both the regular diploma and special diploma tracks, strategies must be implemented to accommodate the needs of our high school population, following the district's and state guidelines for graduation.

Currently, there are 14 students enrolled in 12th grade on the special diploma track. However, these students may remain in school until they are 22 years of age. As such, only one student meets the graduation requirements for special diploma for this school year.

Measurable Objective

All twelve grade students meeting the graduation requirements for a regular and/or special diploma will graduate.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction using the Sunshine State Standards (SSS) or the SSS for Special Diplomas.	Principal, Asst. Principal	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Complete the special education transition plans and senior profiles to determine students' compliance with graduation requirements.	Principal, IEP team	8/20/2007	6/5/2008	Secondary School Reform	0
Provide community-based career preparation programs to increase students' career awareness.	Principal, selected teachers, and clinical staff	8/20/2007	6/5/2008	Secondary School Reform	20000
Ensure that eligible students receive instruction for the major part of the day with regular education peers at other school sites.	Principal, Inclusion Teachers	8/26/2007	6/05/2008	Inclusion of SWD	12000

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

Other Goal

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

Florida Education Priorities

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

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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:



School Improvement Plan 2007-2008



The school shall 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
Reading	18400
Mathematics	12500
Writing	2000
Science	0
Parental Involvement	2600
Discipline & Safety	0
Technology	17000
Health & Physical Fitness	1800
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	32000
Total	86300



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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