SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY BY DESIGNING OUR FUTURE

School Location # -8181

Name of School - RUTH OWENS KRUSE' EDUC CENTER

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

8181- Ruth Owens Kruse Educational Center

Principal (Last Name, First Name)

Berge-MacInnes, Nicole

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Rubio, Joseph

Demographic Overview

Ruth Owens Krusé Educational Center is a specialized center that serves students from Kindergarten through Grade 12 with Emotional/Behavioral Disabilities (E/BD). The school is composed of a diverse population of students with various cultures, backgrounds, and abilities. The majority of the students live outside the neighborhood boundaries and travel a great distance to attend school. The school's student demographics consist of 9% White, 33% Black, 55.8% Hispanic, and 1% Asian. Eighty-nine percent of our students are economically disadvantaged.

a. Provide the School's Mission Statement

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

b. Provide the School's Vision Statement

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

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Ruth Owens Krusé Educational Center is a specialized center for students with Emotional/Behavioral Disabilities (E/BD). The school serves students that live in the communities that range from Florida City to Flagler Street. The low student to teacher ratio ensures the ability to connect to all students and build relationships. The focus of student learning is based on the individual needs of the student. Each student has a Individual Educational Plan (IEP), a Functional Assessment of Behavior (FAB), a Behavioral Intervention Plan (BIP), a case manager, and a therapist that they meet with on a weekly basis. There is daily communication between the home and school and collaboration with outside agencies to ensure that each student's needs are being met. Students benefit from a therapeutic classroom setting with clinical services infused throughout the school day. There is continuous supervision throughout the school day. A school wide Positive Behavior Intervention Support (PBIS) program and level system are utilized to promote positive student behaviors. The Values Matter and Anti-Bullying curriculum are also utilized to ensure that students feel safe and respected.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 11 – July 27, 2018)

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2018 Synergy Summer Institute.

July 11- July 27, 2018

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools*

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

<u>Data and Systems Review</u>

1. *Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

   "Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

   - ***Significantly Improved Data Findings**: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
   - ***Neutral Data Findings**: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
   - ***Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact*

for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding.

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

Data Maps

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- *Student Attendance Comparisons*
- *Student Disciplinary Referrals by Grade-level*
- *Early Warning System Indicators by Grade-level*
- *Teacher Attendance*
- *Teacher Retention*
- *School Climate Survey Feedback from Staff*
- *School Climate Survey Feedback from Students*
- *School Improvement Data from Staff on:*
  - *Commitment to Students*
  - *Focus on Sustained Results*
  - *Develop Others*
  - *Engages the Team*
- *2018 FSA Data for all Tested Subjects by Grade-level*
- *2018 SAT-10 Data by Grade-level*
- *2018 FSA Data for all Tested Subjects by Subgroup*

School Culture Data Map

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved	The consistent use of the school wide Positive Behavior Intervention Support (PBIS) program and level	Positive student behavior was increased as evidenced by a decreased rate of indoor	Positive Behavior

Data Findings	system by all stakeholders resulted in an 13% decrease of disruptive student behaviors from 2016-2017 at 53% to 40% during 2017-2018 school year.	suspensions, class exclusions, and Success Center referrals.	Support (PBS) Effective Use of Support Personnel
	Based on the results of the 2017-2018 School Climate Survey, 92% of staff feel that their ideas are listened to. This in an increase of 30% compared to the results of the 2015-2016 School Climate Survey .	When teachers and staff feel that their ideas are valuable, listened to, and ultimately utilized for a positive team or school wide initiative, overall empowerment is increased. The ability to consistently share ideas across teams creates a positive school culture where everyone has the ability to contribute, feel respected, and appreciated.	Empower Teachers And Staff Shared Vision

Essential Practice for Significantly Improved Data Findings (Sustained)

Positive Behavior Support (PBS)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Although team building activities were more limited than the previous year due to the cancellation of Early Release and Teacher Work Days, teachers and staff actively participated in collaborative team building activities. Based on the results of the 2017-2018 School Climate Survey, 96% of staff feel the they work together as a team. This in an increase of 8% compared to the results of the 2015-2016 School Climate Survey of 88%.	Teachers and staff provide intensive therapeutic educational services that impact staff retention and morale. Purposeful team building opportunities are necessary to empower staff and retain teachers.	Team Building Activities Empower Teachers And Staff
	Based on the results of the 2017-2018 School Climate Survey, 84% of staff feel that staff morale in the school is high. This in an increase of 10% compared to the results of the 2015-2016 School Climate Survey of 74%.	Staff morale has historically been low at Krusé and consistent morale boosting activities have been infused with fidelity to ensure teacher retention and an overall positive school culture.	Empower Teachers And Staff Celebrate Successes Shared Vision

Essential Practice for Neutral Data Findings (Secondary)

Team Building Activities

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	There was a significant increase in the percentage of staff having 10.5 or more absences from 2016-2017 at 25% as compared to 33% during the 2017-2018 school year .	Teacher attendance has a direct impact on student learning and performance.	Shared Vision
	Student attendance decreased .7% from 84.66% during the 2016-2017 school year as compared to 83.89 during the 2017-2018 school year.	Due to the school's mobility rate, high level of student school avoidance, and hospitalizations, student attendance decreased. Consistent student attendance is integral for overall student success.	Attendance Monitoring / iAttend Rewards/Incentives

Essential Practice for Significantly Decreased Data Findings (Primary)

Rewards/Incentives

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	There was a significant increase in FSA English Language Arts (ELA) 4-10 learning gains as evidenced by a 13% increase from 35% in 2016-2017 to 48% in 2017-2018.	Despite having a decrease in ELA proficiency grades 4-10, students' learning gains increased substantially through the use of targeted school wide data driven instruction. Krusé receives a School Improvement Rating based solely on the learning gains data.	Data-Driven Instruction Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)
	There was a significant increase in FSA Math	Despite having a decrease in FSA Math proficiency, students' learning gains	Data-Driven Instruction

	learning gains as evidenced by a 16%increase from 24% in 2016-2017 to 40% in 2017-2018.	increased substantially through the use of targeted school wide data driven instruction. Krusé receives a School Improvement Rating based solely on the learning gains data.	Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	There was a slight decrease in FSA Math 3-8 proficiency rate as evidenced by a 2% decrease from 11% in 2016-2017 to 9% in 2017-2018. The three year proficiency trend is 8%, 11% and 9% respectively.	Although there was a slight decrease in the FSA Math 3-8 scores, overall FSA Math Learning Gains increased. If proficiency increases, a positive learning gains outcome is expected. Additional student progress monitoring is needed to maintain/increase proficiency.	Data-Driven Instruction Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)
	There was a slight decrease in the FSA ELA proficiency rates as evidenced by a 2% decrease from 12% in 2016-2017 to 10% in 2017-2018.	Although there was a slight decrease in the FSA ELA proficiency scores, overall FSA ELA Learning Gains increased. If proficiency increases, a positive learning gains outcome is expected. Additional student progress monitoring is needed to maintain/increase proficiency.	Data-Driven Instruction Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)

Essential Practice for Neutral Data Findings (Secondary)

Ongoing Progress Monitoring

Data	Data Findings	Rationale for Selection of Data	Connected

Rating	& Area Be specific in defining each data element below.	Why was this data finding selected as being most impactful?	Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	There was a decrease in the Algebra 1 EOC proficiency rates as evidenced by a 8% decrease from 8% in 2016-2017 to 0% in 2017-2018.	Although the overall math learning gains increased, the 0% proficiency rate in Algebra 1 EOC is of concern. The Algebra 1 EOC is a graduation requirement. Progress monitoring and data driven instruction were not fully implemented.	Data-Driven Instruction Ongoing Progress Monitoring
	There was a decrease in the Geometry EOC proficiency rates as evidenced by a 6% decrease from 6% in 2016-2017 to 0% in 2017-2018.	Although the overall math learning gains increased, the 0% proficiency rate in the Geometry EOC is of concern. Although it is not a graduation requirement, 30% of the student's grade is based on the results of the exam. Progress monitoring and data driven instruction were not fully implemented.	Data-Driven Instruction Ongoing Progress Monitoring

Essential Practice for Significantly Decreased Data Findings (Primary)

Job-embedded Professional Development

ESSENTIAL PRACTICES SELECTION

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2018-2019 school year. These actions will be captured under Priority Actions.

Primary Essential Practice

> *To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2018-2019 school year.*

Secondary Essential Practice

> *To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2018-2019 school year.*

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Practice

Ruth Owens Krusé Educational Center will continue to implement the school wide PBIS program and level system to include a consistent use of tangible reinforcers, use of point system following established protocols, weekly team reinforcers, positive applause recognition, and school-wide recognition activities.

Primary Essential Practice

Rewards/Incentives

Secondary Essential Practice Selection

Team Building Activities

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Practice

Will continue to disaggregate student data, review trends, complete data chats with teachers and students, and realign instruction based on progress monitoring to increase FSA ELA, Math, and FSAA Learning Gains.

Primary Essential Practice

Job-embedded Professional Development

Secondary Essential Practice Selection

Ongoing Progress Monitoring

DAY TWO- Synergy Summer Institute

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*

- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

<u>Competency 4: Engages the Team</u> *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

School Leadership Core Competency Course Reflections

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies *and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.*

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The leadership team at Ruth Owens Krusé Educational Center is committed to the improvement of all students as it relates to academics, behavioral, and emotional growth.

As evidenced by:

Leaders demonstrate commitment to students through effective communication, collaboration, and sharing of best practices. Weekly team meetings and monthly department meetings where individual student's academic, behavioral, and medical needs are reviewed and individualized plans are implemented.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

Leadership team will continue to set high expectations for all learners, and relentlessly pursue the implementation of what is right for the student. Through various communication platforms, educators will evaluate and implement the latest strategies that stress increased student performance and retention.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership team will strive to be proficient at prioritizing activities and implementing initiatives as needed.

As evidenced by:

The School Leadership team will demonstrate commitment to students through effective communication and sharing of best practices at weekly team meetings and monthly department meeting.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership team will meet regularly to track the progress of school wide goals and initiatives, plan innovative activities, collect data from multiple sources and shift plans as needed to meet desired short and long term goals.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School Leadership team collaborates to build individual capacity through the use of on-going mentoring and professional development.

As evidenced by:

The School Leadership team regularly mentors staff during meetings and individual mentoring sessions. The Administrative team builds leadership capacity through providing staff the opportunity to participate in leadership roles and activities throughout the school day.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The school Leadership team provides specific advice for tackling challenging assignments or tasks to ensure developing team members are being supported. School leadership will set positive expectations by providing developmental feedback and support to build staff capacity.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The Leadership team seeks to empower others by keeping the team informed in the latest data driven teaching methodologies and promoting higher levels of morale conducive to overall performance improvements.

As evidenced by:

Weekly and monthly meetings in which information is shared within and across teams.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The Leadership team will empower critical members of the staff to come together with a common purpose of enhancing overall performance. During weekly team meetings, specific blocks of time will be apportioned to address successful data driven approaches. They will be discussed and measured for levels of effectiveness as well as the suitability of appropriate accommodations for differing populations.

DAY THREE- Synergy Summer Institute

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.

Sustained Essential Practice

SLTs will review the Priority Actions for the Sustained Essential Practice.

Secondary and Primary Essential Practices

SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Essential Practice

Ruth Owens Krusé Educational Center will continue to implement the school wide PBIS program and level system to include a consistent use of tangible reinforcers, use of point system following established protocols, weekly team reinforcers, positive applause recognition, and school-wide recognition activities.

Primary Essential Practice Selection

Rewards/Incentives

Priority Actions for the Primary Essential Practice

A staff attendance incentives and rewards program will be implemented with efficacy on a monthly, quarterly and yearly basis.

Secondary Essential Practice Selection

Team Building Activities

Priority Actions to Enhance the Secondary Essential Practice

In order to increase a positive staff culture and overall morale, team building activities will take place during team meetings, early release days, and non-opt teacher work days.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Will continue to disaggregate student data, review trends, complete data chats with teachers and students, and realign instruction based on progress monitoring to increase FSA ELA, Math, and FSAA Learning Gains.

Primary Essential Practice Selection

Job-embedded Professional Development

Priority Actions for the Primary Essential Practice

The Math and Language Arts departments will consistently engage in professional development activities to include best practices during department and team meetings, job shadowing on and off campus, and district led trainings. Teachers will consistently utilize technology and alternate to textbook materials, utilize topic tests to progress monitor, use intervention strategies, and actively participate in collaborative data chats.

Secondary Essential Practice Selection

Ongoing Progress Monitoring

Priority Actions to Enhance the Secondary Essential Practice

The Math and Language Arts teachers will utilize ongoing progress monitoring to evaluate individual student's needs and re-align standards-based instruction.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2018-2019 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2018-2019 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement the PBIS program, Staff Team Building, and Rewards and Incentives, then we will see an improvement in student and staff attendance, an increase in deliberate team building activities that will promote positive collaboration and morale, and a decrease in student behavioral disruptions through the consistent implementation of the PBIS school-wide program and level system.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement Data Driven Instruction, Job-embedded professional development, and Ongoing Progress Monitoring, then the overall student FSA English Language Arts and Mathematics proficiency and learning gains will increase.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
    - *Priority Actions*
- *Outcome Statements*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
    - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/14 - 08/17) AM-PM	*What topic will be shared?* • *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary*	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

		Essential Practice Selections • *Priority Actions* • *Outcome Statements*		
8/14/18 am	School Leadership Core Competency	Engage the Leadership/Curriculum Council in a meeting to review School Improvement Process that commenced at Synergy. Small group activity/discussion surrounding school leadership, school culture, and academics.	Nicole Berge-MacInnes, Principal	
8/15/18 pm	Sustained Essential Practice	Review PBIS guidelines and offer the opportunity for feedback from team members. An emphasis will be placed on redefining the level system to include dress code policy and individual team criteria.	Nicole Berge-MacInnes, Principal Tiffany Jones, SCSI Instructor	
8/16/18 am	School Leadership Core Competency Primary & Secondary Essential Practice Selections	During small group team meetings, team leaders will discuss information provided at the Curriculum Council Meeting and provide feedback.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, MIddle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa-Transition Team Leader	
8/16/18 pm	Sustained Essential Practice Primary & Secondary Essential Practice Selections Priority Actions Outcome Statements Data Driven Instruction	1. Opening of Schools Faculty Meeting-At Large Review School Improvement Process 2. Presentation of 2017-2018 School Performance Data 3. Team Building Activities - Small groups	1. Myleen Quintana, Synergy Team Eileen Roldan, Synergy Team Khalilah Samuel, Synergy Team Milagros DeLaUz, Synergy Team 2. Nicole Berge-MacInnes, Principal 3. Myleen Quintana, Synergy Team Eileen Roldan, Synergy Team Nicole Berge-MacInnes, Principal	
8/16/18 pm	Sustained Essential Practice PBIS	Department Chairs reviewed the Sustained, Primary, and Secondary essential practices as it relates to the individual subject areas. Core academic teachers reviewed standards and trends developed outcome statements.	Summer Tie Shue, English Department Chair Adriel Lantigua, Math Department Chair Eileen Roldan, Science Department Chair Mayte Medina, Social Studies Department Chair Jana Nunes, Electives Department Chair	
8/16/18 pm	Sustained Essential Practice PBIS	Overview of PBIS Program Guidelines	Nicole Berge-MacInnes, Principal	

Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed at the school as described below:

Phase II Development & Stakeholder Engagement

August 16 – August 31, 2018

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*
- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Title I Schools will upload their 2018-19 Title I – Parent and Family Engagement Plan (PFEP)*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 31, 2018.

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

Quarter 1 Implementation

September 4 – October 19, 2018

- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Instructional Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal instructional review that will inform their Systems Review and Data Reflection.

Quarter 1 Systems Review & Data Reflection

October 22 – November 2, 2018

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gather during the Instructional Review and quantitative data provided via an End-of-Quarter Data Map. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 5 – December 21, 2018

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity.*

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

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SCHOOL CULTURE
Quarter 1 Implementation
(September 4 – October 19, 2018)

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School Culture Outcome Statement

If we successfully implement the PBIS program, Staff Team Building, and Rewards and Incentives, then we will see an improvement in student and staff attendance, an increase in deliberate team building activities that will promote positive collaboration and morale, and a decrease in student behavioral disruptions through the consistent implementation of the PBIS school-wide program and level system.

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Essential Practice

Ruth Owens Krusé Educational Center will continue to implement the school wide PBIS program and level system to include a consistent use of tangible reinforcers, use of point system following established protocols, weekly team reinforcers, positive applause recognition, and school-wide recognition activities.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)

Start: Thu, Sept 6 **End:** Fri, Oct 12	Participate in Safe Crisis Management Training (SCM) Refresher Component 1 (Video segments, activities, and quiz, and final test).	Craig Seigel, Chairperson, Clinical Art Therapy Department	All staff participation in the Safe Crisis Management (SCM) pre-requisite computer based lessons, quizzes, and test prior to attending the physical component of the training. Successful implementation will be evident through 100% of staff completing the activities with a passing score by the deadline date.	Craig Seigel, Chairperson for Clinical Art Therapy Department will monitor the completion of the SCM pre-requisite exams. Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the use and reporting of Safe Crisis Physical Restraint Management incidences.
Start: Wed, Sept 19 **End:** Wed, Sept 19	Conduct a School wide quarterly review of the four PBIS elements where all staff will participate.	Constance Adams, PBIS Leader Tiffany Jones, SCSI Teacher	All staff participation in professional development on the effective use of PBIS. A decrease in the number of student referrals and physical restraints will be evidence of successful implementation of training .	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the effective use of PBIS during weekly walk-throughs and provide feedback. Data analysis of physical restraints and disruptive behaviors will be conducted monthly.
Start: Thu, Sept 20 **End:** Thu, Sept 20	Conduct in a School wide Behavioral Level System Refresher Training where all staff will participate.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, Middle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa, Transition Team Leader	All staff participation in professional development on the use of the School wide Behavioral Level System with scheduled incentives/reinforcers. Review of weekly visitation to the ROK Shop and analysis of student level attainment.	Khalilah Samuel, Elementary Team Leader, Tiffany Jones, Middle School Team Leader, Margaret Anteen, High School Team Leader, Mamie Love, ROK Star Team Leader, and Karolyn Correa, Transition Team Leader, will monitor the effective use of the school wide Behavioral Level System during data analysis reviews and during weekly Team Meetings. Tiffany Jones, SCSI Instructor will collect behavioral data on a daily basis and review weekly.
Start: Tue, Sept 11 **End:** Tue, Sept 11	Conduct a School wide On-Call Counselor and guidelines for Cool Down Room Training where all staff will participate.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, MIddle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star	All staff participation in professional development on the use of the School wide On-Call Counselor and guidelines for Cool Down Room. A review of Cool Down Room sign-in logs	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor to use of the Cool Down Room and it's impact on SCSI placements.

	Team Leader Karolyn Correa-Transition Team Leader Tuwanna Lewis, Student Services Chair	and quantity of student disruptive behaviors resulting in placement into SCSI.		

Primary Essential Practice

Rewards/Incentives

Priority Actions for the Primary Essential Practice

A staff attendance incentives and rewards program will be implemented with efficacy on a monthly, quarterly and yearly basis.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Thu, Sept 6 **End:** Fri, Oct 19	Award Perfect Attendance certificates on a monthly basis to staff during faculty meetings. School wide acknowledgement during morning announcements will be conducted.	Nicole Berge-MacInnes, Principal	A decrease in staff absences and an increase in the number of staff receiving perfect attendance certificates during an at large faculty meeting will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Mon, Sept 17 **End:** Fri, Oct 19	The creation of a "Reflection Room" for staff to refocus and re-energize themselves in order to continue to provide intensive therapeutic services to students.	Ana Mendez-Londono, Activities Director	A decrease in staff absences will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Wed, Oct 17 **End:** Wed, Oct 17	Top Banana Awards will be awarded to staff with perfect attendance each quarter. School wide acknowledgement during morning announcements will be conducted. Create a Wall of Fame for staff with perfect attendance.	Nicole Berge-MacInnes, Principal	A decrease in staff absences and an increase in the number of staff receiving the Top Banana Trophy during an at large faculty meeting will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Fri, Oct 19	Invitation to a luncheon at The Grill (In house Culinary Program) for staff	Ana Mendez-	A decrease in staff absences and an	Nicole Berge-MacInnes,

End: Fri, Oct 19	with perfect attendance for the quarter.	Londono, Activities Director	increase in the number of staff receiving invitations to the quarterly luncheon will be evident.	Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.

Secondary Essential Practice

Team Building Activities

Priority Actions for the Secondary Essential Practice

In order to increase a positive staff culture and overall morale, team building activities will take place during team meetings, early release days, and non-opt teacher work days.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Fri, Sept 14 **End:** Fri, Sept 14	Particpate in an All Staff Team building activity culminating with "Breakfast with Berge."	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	As a result of the team building activity and morale boosting breakfast incentive, staff will participate in cross team activities where a healthy social-emotional culture will be fostered.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff participation and involvement through sign in sheets and feedback forms.
Start: Thu, Sept 27 **End:** Thu, Sept 27	Participate in Early Release Professional Development team building a activities.	Myleen Quintana, Hispanic Heritage Chair Ana Mendez-Londono, Activities Director Joseph Rubio, Assistant Principal	As a result of the team building activities, we should see an increase in staff collaboration and participation in cross team	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff participation with sign-in sheets and meeting agendas.

			activities where a healthy social-emotional culture will be fostered.	
Start: Tue, Sept 4 **End:** Fri, Oct 19	Participate in department meetings on a monthly basis. During these meetings, leaders and teachers will share best practices, materials, and discuss department cohesiveness.	Adriel Lantigua, Math Department Chair Summer TieShue, Language Arts Department Chair Jana Nunes, Electives Department Chair Eileen Roldan, Science Department Chair Mayte Suarez, Social Studies Department Chair Tuwanna Lewis, Student Services Department Chair Nicole Bergé-MacInnes, Principal	Department Chairs will engage staff in team building activities. Minutes from the monthly department meetings will yield staff successes and future needs.	Adriel Lantigua, Math Department Chair, Summer TieShue, Language Arts Department Chair, Jana Nunes, Electives Department Chair, Eileen Roldan, Science Department Chair, Mayte Suarez, Social Studies Department Chair, Tuwanna Lewis, Student Services Department, Chair, Nicole Bergé-MacInnes, Principal will monitor the effeceiveness through feedback forms submitted during monthly meetings. The feedback forms will help determine what areas of team building are needed.
Start: Tue, Sept 4 **End:** Fri, Oct 19	Team meetings focused on team building will be held weekly. During these meetings, teachers will share best practices and discuss team cohesiveness.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, Middle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa, Transition Team Leader Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	The feedback provided during weekly team meetings will help determine what areas of team building are needed.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff participation with sign-in sheets, meeting minutes, and meeting agendas.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(September 4 – October 19, 2018)

Academic Programs Outcome Statement

If we successfully implement Data Driven Instruction, Job-embedded professional development, and Ongoing Progress Monitoring, then the overall student FSA English Language Arts and Mathematics proficiency and learning gains will increase.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Will continue to disaggregate student data, review trends, complete data chats with teachers and students, and realign instruction based on progress monitoring to increase FSA ELA, Math, and FSAA Learning Gains.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 10 **End:** Fri, Sept 14	Conduct data chats with standard curriculum teachers regarding 2017-2018 student achievement data.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	Teachers will meet with administrator and review data trends.Teachers will complete post data chat reflection document and reconvene with administration to review action plan.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will conduct data chats as evidenced by sign in roster, reflection document, and action plan.
Start: Tue, Sept 4 **End:** Fri, Oct 19	Conduct weekly adminsitrative walkthroughs to ensure standards-based and data driven instruction are evident.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	Weekly walkthroughs will be conducted and immediate feedback will be provided to teachers. Documentation logs with feedback will be completed.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will complete logs. A review of lesson plans, data binders, and tracking information will be reviewed.
Start: Mon, Sept 17 **End:** Fri, Sept 28	Conduct administrative data chats with modified curriculum teachers regarding 2017-2018 student achievement data.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	Teachers will meet with administrator and review data trends.Teachers will complete post data chat reflection document and reconvene with administration to review action plan.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will conduct data chats as evidenced by sign in roster, reflection document, and action plan.
Start: Thu, Sept	Participate in	Khalilah Samuel,	As a result of	Khalilah Samuel, Elementary Team

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End: Fri, Oct 19 | collaborative activities where teachers share data-driven instructional strategies during common planning and/or team meetings. | Elementary Team Leader Tiffany Jones, Middle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa, Transition Team Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal | common planning and collaborative sharing of data driven instructional strategies implementation during team meetings, data driven lesson planning and instruction should be evident during walk-thoughs. | Leader, Tiffany Jones, Middle School Team Leader, Margaret Anteen, High School Team Leader, Mamie Love, ROK Star Team Leader, Karolyn Correa, Transition Team Leader, will monitor collaborative sharing during team meetings as evidenced by meeting agenda and sign in sheets. Nicole Bergé-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor common planning by reviewing commonalities in plans and data folders during walkthoughs. |

Primary Essential Practice

Job-embedded Professional Development

Priority Actions for the Primary Essential Practice

The Math and Language Arts departments will consistently engage in professional development activities to include best practices during department and team meetings, job shadowing on and off campus, and district led trainings. Teachers will consistently utilize technology and alternate to textbook materials, utilize topic tests to progress monitor, use intervention strategies, and actively participate in collaborative data chats.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 4 **End:** Fri, Oct 19	Math and Language Arts teachers will collaborate with peers and participate in voluntary onsite job shadowing activities.	Adriel Lantigua, Math Department Chair Summer Tie Shue, English Department Chair	Staff participation in voluntary onsite job shadowing activities where colleagues share model lessons and specialized instructional strategies. Administration will provide coverage for job shadowing opportunities and collaboration.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor job shadowing coordination and coverage as evidenced by a PD log.
Start: Mon, Sept 10 **End:** Mon, Sept 10	Pertinent staff will participate in iCads for Language Arts and Math.	Adriel Lantigua, Math Department Chair Summer Tie Shue, English	Staff participation in targeted standard based professional development opportunities will yield a greater understanding and an increase in student Math and Language Arts proficiency.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor and approve iCad registration and follow-up of evaluation activity requirements.

		Department Chair		
Start: Mon, Sept 17 **End:** Mon, Sept 17	Staff that attended Math iCads will share content and best practices with Math Team during a Department Meeting.	Adriel Lantigua, Math Department Chair	Staff participation in targeted standard based professional development opportunities will yield a greater understanding and an increase in student math proficiency.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will attend Math department meeting during the sharing of best practices. Meeting agenda and roster will be used for monitoring.
Start: Mon, Sept 24 **End:** Mon, Sept 24	Staff that attended Language Arts iCads will share content and best practices with Language Arts Team during a Department Meeting.	Summer Tie Shue, English Department Chair	Staff participation in targeted standard based professional development opportunities will yield a greater understanding and an increase in Language Arts student proficiency.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will attend Language Arts department meeting during the sharing of best practices. Meeting agenda and roster will be used for monitoring.

Secondary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Secondary Essential Practice

The Math and Language Arts teachers will utilize ongoing progress monitoring to evaluate individual student's needs and re-align standards-based instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Thu, Sept 6 **End:** Fri, Oct 19	The Math department will administer Topic Tests and teacher made assessments.	Adriel Lantigua, Math Department Chair Tuwanna Lewis, Test Chair	The math department will utilize Topic Assessments and teacher made tests to ensure ongoing progress monitoring and realignment of instruction as needed. After reviewing pertinent data, data chats with students will take place.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the percent tested and the results of the assessments.
Start: Thu, Sept 6 **End:** Fri, Oct 19	The Language Arts department will administer the iReady, FAIR, and Reading Plus assessments.	Summer Tie Shue, English Department Chair Tuwanna Lewis, Test Chair	The Language Arts department will utilize iReady, FAIR, and Reading Plus assessments to ensure ongoing progress monitoring and realignment of instruction as needed. After reviewing pertinent data, data chats with students will take place.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the percent tested and the results of the assessments.

Start: Tue, Sept 4 **End:** Fri, Sept 28	The Modified Curriculum teachers will administer Math and Language Arts Unique Skills Learning assessments.	Karolyn Correa, Team Leader Modified Curriculum Mamie Love, Team Leader Modified Curriculum	The modified curriculum teachers will administer the Unique Skills Learning assessments in order to align instruction to the individual Access Points and FSAA Standards to meet the individual needs of the students.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the use of Unique Learning through weekly walkthroughs and data analysis.
Start: Tue, Sept 4 **End:** Fri, Oct 19	The Modified Curriculum teachers will monitor student progress using Unique Skills Learning Math and Language Arts weekly progress checks.	Karolyn Correa, Team Leader Modified Curriculum Mamie Love, Team Leader Modified Curriculum	The modified curriculum teachers will utilize the Unique Skills Learning weekly progress report to align instruction to the individual Access Points and FSAA Standards to meet the individual needs of the students.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the use of Unique Learning through weekly walk-throughs and data analysis.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

SCHOOL CULTURE
Quarter 2 Implementation
(November 5 – December 21, 2018)

School Culture Outcome Statement

If we successfully implement the PBIS program, Staff Team Building, and Rewards and Incentives, then we will see an improvement in student and staff attendance, an increase in deliberate team building activities that will promote positive collaboration and morale, and a decrease in student behavioral disruptions through the consistent implementation of the PBIS school-wide program and level system.

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Essential Practice

Ruth Owens Krusé Educational Center will continue to implement the school wide PBIS program and level system to include a consistent use of a tangible reinforces, use of point system following established protocols, weekly team reinforcers, positive applause recognition, and school-wide recognition activities.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: Wed, Nov 28 **End:** Wed, Nov 28	Students will be recognized during an Honor Roll Breakfast with families.	Ana Mendez-Londono, Activities Director	Staff, student and family participation in Honor Roll Breakfast. Students will be recognized for their achievements in academics and conduct.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assist Principal will monitor student's academics and conduct grades.
Start: Thu, Nov 8 **End:** Thu, Nov 8	Conduct a School wide quarterly review of the four PBIS elements where all staff will participate.	Constance Adams, PBIS Leader Tiffany Jones, SCSI Teacher	All staff will participate in professional development on the effective use of PBIS. A decrease in the number of student referrals and physical restraints will be evidence of successful implementation of training.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the effective use of PBIS during weekly walk-throughs and provide feedback. Data analysis of physical restraints and disruptive behaviors will be conducted monthly.
Start: Mon, Nov 5 **End:** Fri, Dec 28	Monthly student nomination for "Do the Right Thing" to help increase student positive school engagements.	Constance Adams, PBIS Leader Tiffany Jones, SCSI Teacher	Staff will participate in encouraging student to "Do the Right Thing" and will nominate students for monthly recognition.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assist Principal, Constance Adams, PBIS Leader will monitor the nomination and selection of student for "Do the Right Thing".

Primary Essential Practice

Rewards/Incentives

Priority Actions for the Primary Essential Practice

A staff attendance incentives and rewards program will be implemented with efficacy on a monthly, quarterly and yearly basis.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Wed, Nov 7 **End:** Wed, Nov 7	Award Perfect Attendance certificates on a quarterly basis to staff during faculty meetings. School wide acknowledgement during morning announcements will be conducted.	Nicole Berge-MacInnes, Principal	A decrease in staff absences and an increase in the number of staff receiving perfect attendance certificates during an at-large faculty meeting will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Mon, Nov 5	The staff "Reflection Room" will continue to be used for staff to refocus	Ana Mendez-	A decrease in staff absences will be	Nicole Berge-MacInnes,

End: Fri, Dec 21	and re-energize themselves in order to continue to provide intensive therapeutic services to students.	Londono, Activities Director	evident.	Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Wed, Nov 7 **End:** Wed, Dec 19	"Top Banana Awards" will continue to be awarded to staff with perfect attendance each quarter. School wide acknowledgement during morning announcements will be conducted. Create a Wall of Fame for staff with perfect attendance.	Nicole Berge-MacInnes, Principal	A decrease in staff absences and an increase in the number of staff receiving the Top Banana Trophy during an at large faculty meeting will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.
Start: Wed, Nov 7 **End:** Fri, Dec 7	Invitation to a luncheon at The Grill (In house Culinary Program) will continue for staff with perfect attendance for the quarter.	Ana Mendez-Londono, Activities Director	A decrease in staff absences and an increase in the number of staff receiving invitations to the quarterly luncheon will be evident.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff attendance on a weekly basis.

Secondary Essential Practice

Team Building Activities

Priority Actions for the Secondary Essential Practice

In order to increase a positive staff culture and overall morale, team building activities will take place during team meetings, early release days, and non-opt teacher work days.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Fri, Dec 14 **End:** Fri, Dec 14	Participate in an All Staff Team building activity culminating with "Breakfast with Berge" will continue.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	As a result of the team building activity and morale boosting breakfast incentive, staff	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff participation and involvement through sign in sheets and feedback forms.

			will participate in cross team activities where a healthy social-emotional culture will be fostered.	
Start: Wed, Dec 19 **End:** Thu, Dec 20	Team meetings focused on team building will be held weekly. During these meetings, teachers will share best practices and discuss team cohesiveness.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, Middle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa, Transition Team Leader Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	The feedback provided during weekly team meetings will help determine what areas of team building are needed.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor staff participation with sign-in sheets, meeting minutes, and meeting agendas
Start: Mon, Nov 5 **End:** Fri, Dec 21	Participate in department meetings on a monthly basis. During these meetings, leaders and teachers will share best practices, materials, and discuss department cohesiveness.	Adriel Lantigua, Math Department Chair Summer TieShue, Language Arts Department Chair Jana Nunes, Electives Department Chair Eileen Roldan, Science Department Chair Mayte Suarez, Social Studies Department Chair Tuwanna Lewis, Student Services Department Chair Nicole Bergé-MacInnes, Principal	Department Chairs will engage staff in team building activities. Minutes from the monthly department meetings will yield staff successes and future needs.	Adriel Lantigua, Math Department Chair, Summer TieShue, Language Arts Department Chair, Jana Nunes, Electives Department Chair, Eileen Roldan, Science Department Chair, Mayte Suarez, Social Studies Department Chair, Tuwanna Lewis, Student Services Department, Chair, Nicole Bergé-MacInnes, Principal will monitor the effeceiveness through feedback forms submitted during monthly meetings. The feedback forms will help determine what areas of team building are needed.
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ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 5 – December 21, 2018)

Academic Programs Outcome Statement

If we successfully implement Data Driven Instruction, Job-embedded professional development, and Ongoing Progress Monitoring, then the overall student FSA English Language Arts and Mathematics proficiency and learning gains will increase.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Will continue to disaggregate student data, review trends, complete data chats with teachers and students, and realign instruction based on progress monitoring to increase FSA ELA, Math, and FSAA Learning Gains.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Nov 6 **End:** Tue, Nov 6	Conduct data chats with standard curriculum teachers regarding 2017-2018 student achievement data and review action plans.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	Teachers will meet with administrator to review effectiveness of action plan.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will conduct data chats as evidenced by sign in roster, reflection document, and action plan.
Start: Mon, Nov 5 **End:** Fri, Dec 21	Conduct weekly administrative walkthroughs to ensure standards-based and data driven instruction are evident.	Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	Weekly walkthroughs will be conducted and immediate feedback will be provided to teachers. Documentation logs with feedback will be completed.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will complete logs. A review of lesson plans, data binders, and tracking information will be reviewed.
Start: Mon, Nov 5 **End:** Fri, Dec 21	Participate in collaborative activities where teachers share data-driven instructional strategies during common planning and/or team meetings.	Khalilah Samuel, Elementary Team Leader Tiffany Jones, Middle School Team Leader Margaret Anteen, High School Team Leader Mamie Love, ROK Star Team Leader Karolyn Correa, Transition Team Nicole Bergé-MacInnes, Principal Joseph Rubio, Assistant Principal	As a result of common planning and collaborative sharing of data driven instructional strategies implementation during team meetings, data driven lesson planning and instruction should be evident during walk-thoughs.	Khalilah Samuel, Elementary Team Leader, Tiffany Jones, Middle School Team Leader, Margaret Anteen, High School Team Leader, Mamie Love, ROK Star Team Leader, Karolyn Correa, Transition Team Leader, will monitor collaborative sharing during team meetings as evidenced by meeting agenda and sign in sheets.
Start: Tue, Nov	Conduct	Nicole Bergé-MacInnes,	Teachers will meet	Nicole Berge-MacInnes,

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End: Tue, Nov 6 | administrative data chats with modified curriculum teachers regarding 2017-2018 student achievement data and review action. | Principal Joseph Rubio, Assistant Principal | with administrator to review effectiveness of action plan. | Principal and Joseph Rubio, Assistant Principal will conduct data chats as evidenced by sign in roster, reflection document, and action plan. |

Primary Essential Practice

Job-embedded Professional Development

Priority Actions for the Primary Essential Practice

The math department will consistently engage in professional development activities to include best practices during department meetings, job shadowing on and off campus and district led training. Teachers will consistently utilize technology and alternate to textbook materials, utilize topic tests to progress monitor, use intervention strategies and actively participate in collaborative data chats.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 5 **End:** Fri, Dec 21	Math and Language Arts teachers will continue to collaborate with peers and participate in voluntary onsite job shadowing activities.	Adriel Lantigua, Math Department Chair Summer Tie Shue, English Department Chair	Staff participation in voluntary onsite job shadowing activities where colleagues share model lessons and specialized instructional strategies. Administration will provide coverage for job shadowing opportunities and collaboration.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor job shadowing coordination and coverage as evidenced by a PD log.
Start: Mon, Nov 5 **End:** Fri, Dec 21	Pertinent staff will continue to participate in iCads for Language Arts and Math.	Adriel Lantigua, Math Department Chair Summer Tie Shue, English Department Chair	Staff participation in targeted standard based professional development opportunities will yield a greater understanding and an increase in student Math and Language Arts proficiency.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor and approve iCad registration and follow-up of evaluation activity requirements.
Start: Mon, Nov 5 **End:** Fri, Dec 21	Staff that attend Math iCads will continue sharing content and best practices with	Adriel Lantigua, Math Department Chair	Staff participation in targeted standard based professional development opportunities will yield a greater	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will attend Math department meeting during the sharing

	Math Team during a Department Meeting.		understanding and an increase in student math proficiency.	of best practices. Meeting agenda and roster will be used for monitoring.
Start: Mon, Nov 5 **End:** Fri, Dec 21	Staff that attend Language Arts iCads will continue sharing content and best practices with Language Arts Team during a Department Meeting.	Summer Tie Shue, English Department Chair	Staff participation in targeted standard based professional development opportunities will yield a greater understanding and an increase in Language Arts student proficiency.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will attend Language Arts department meeting during the sharing of best practices. Meeting agenda and roster will be used for monitoring.

Secondary Essential Practice

Ongoing Progress Monitoring

Priority Actions for the Secondary Essential Practice

The Math and Language Arts teachers will utilize ongoing progress monitoring to evaluate individual student's needs and re-align standards-based instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 5 **End:** Fri, Dec 21	The Math department will administer the Topic Tests, iReady AP2, Mid Year, and teacher made assessments.	Adriel Lantigua, Math Department Chair Tuwanna Lewis, Test Chair	The math department will utilize the results from the Topic Tests, iReady AP2, Mid-Year and teacher made assessments to ensure ongoing progress monitoring and realignment of instruction as needed. After reviewing pertinent data, data chats with students will take place.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the percent tested and the results of the assessments.
Start: Mon, Dec 3 **End:** Fri, Dec 21	The Language Arts department will administer the iReady AP2 and Mid-Year assessments.	Summer Tie Shue, English Department Chair Tuwanna Lewis, Test Chair	The Language Arts department will utilize the iReady AP2 and Mid-Year Assessments to ensure ongoing progress monitoring and realignment of instruction as needed. After reviewing pertinent data, data chats with students will take place.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the percent tested and the results of the assessments.
Start: Mon, Nov 5 **End:** Fri, Dec 21	The Modified Curriculum teachers will continue administering Math and Language Arts	Karolyn Correa, Team Leader Modified Curriculum Mamie Love, Team Leader	The modified curriculum teachers will administer the Unique Skills Learning assessments in order to align instruction to the individual Access Points and FSAA Standards to meet the individual needs of the students.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the use of Unique Learning through weekly

	Unique Skills Learning end of unit assessments.	Modified Curriculum		walkthroughs and data analysis.
Start: Mon, Nov 5 **End:** Fri, Dec 21	The Modified Curriculum teachers will administer the iReady AP2 assessments in both Reading and Math.	Karolyn Correa, Team Leader Modified Curriculum Mamie Love, Team Leader Modified Curriculum	The modified curriculum teachers will utilize the iReady AP2 assessment results to align instruction to the individual Access Points and FSAA Standards to meet the individual needs of the students.	Nicole Berge-MacInnes, Principal and Joseph Rubio, Assistant Principal will monitor the use of Unique Learning through weekly walkthroughs and data analysis.