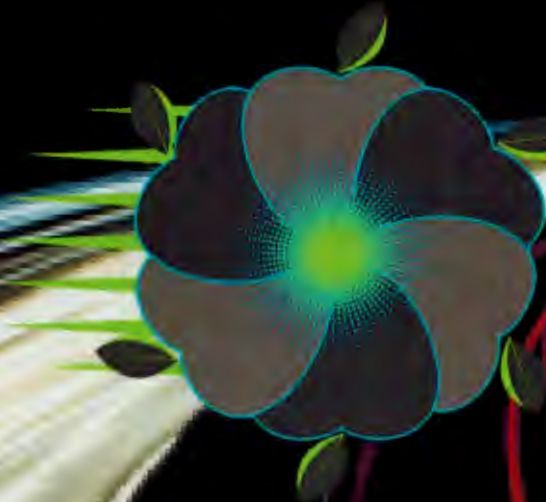




# SCHOOL IMPROVEMENT PROCESS 2019-2020



ACCELERATING  
EXCELLENCE



**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)**

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

#### **MTSS Coordinator (Last Name, First Name)**

Serralta, Maria

#### **Demographic Overview**

Ruth Owens Kruse 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.

#### **Current School Status**

##### **a. Provide the School's Mission Statement**

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

##### **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.

#### **School Narrative**

##### **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 Kruse Educational Center is a specialized center for students with Emotional/Behavioral Disabilities (E/BD). The school serves students that live in 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 an Individual Educational Plan (IEP), a Functional Assessment of Behavior (FAB), a Behavioral Intervention Plan (BIP), a case manager, and a therapist. There is daily communication between the home and school in addition to 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, intersession 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 10 – July 19, 2019)**

Phase I of the School Improvement Process will begin at the 2019 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 2019-2020 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 2019 Synergy Summer Institute.

July 10 - July 19, 2019

*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 2019-2020 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 2019-2020 Opening of Schools*

## DAY ONE- Synergy Summer Institute

### DATA AND SYSTEMS REVIEW

*School Leadership Teams will review all 2018-2019 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.*

#### Data and Systems Review

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 AND SYSTEMS REVIEW ORGANIZER

#### SCHOOL CULTURE

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	Based on the 2018-2019 internal school survey, 90% of all staff actively participated in team-based activities as compared to 65% during the 2017-2018 school year. This demonstrates an increase of 25%.	This data is impactful because when teachers and staff work together as a team, they are able to meet the behavioral and academic needs of the learners. Teachers and staff actively participate in numerous team-based activities to include: weekly team meetings, Breakfast with Berge, collaborative departmental activities, and targeted team building activities which promote staff cohesiveness.	Team Building Activities
	Based on the 2018-2019 data regarding teacher retention, 80% of teachers at Ruth Owens Krusé have remained at the same school for 7 or more years as compared to 77% of teachers in the district. This demonstrates a 3% increase.	This data is impactful because teachers and staff provide intensive therapeutic educational service to students with emotional behavioral disabilities that can negatively impact teacher retention.	Team Building Activities  Attendance Initiatives
	Based on the results of the 2018-2019 Data Map, 98% of staff have the opportunity to be considered for leadership roles as compared to 87% in	This data is impactful because when teachers and staff feel empowered and are given the opportunity to make decisions, true collaboration and buy-in occurs. When the implementation of new initiatives are presented by their respective peers, teachers and staff respond more favorably.	Empower Teachers And Staff

2017-2018. This demonstrates a 11% increase.
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### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Team Building Activities

<b>Data Rating</b>	<b>Data Findings &amp; Area</b> Be specific in defining each data element below.	<b>Rationale for Selection of Data</b> Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b> Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	Based on the 2018-2019 data, 45% of staff had 10.5 or more absences as compared to 51% in 2017-2018. This is a 6% decrease.	This data is impactful because teacher attendance has a direct impact on student behavior, learning and overall student achievement.	Rewards/Incentives
	Based on the 2018-2019 data, 68% of students missed 10 or more days as compared to 74% in 2017-2018. This is a 6% decrease.	This data is impactful because constant student attendance is integral for overall student success. Due to our students' high mobility rate, elevated levels of school avoidance and hospitalizations, attendance monitoring is vital.	Attendance Initiatives
	Based on the results of the 2018-2019 School Climate Survey, 87% of staff feel that their ideas are listened to as compared to 84% in 2017-2018. This is a slight decrease of 3%.	This data is impactful because if ideas are acknowledged and fostered, overall morale increases. Additionally, this impacts teacher retention, attendance and overall work satisfaction.	Rewards/Incentives

### Essential Practice for Neutral Data Findings (Secondary)

#### Rewards/Incentives

<b>Data Rating</b>	<b>Data Findings &amp; Area</b> Be specific in defining each data element below.	<b>Rationale for Selection of Data</b> Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b> Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	Based on the 2018-2019 data, there was an increase in the number of students receiving disciplinary action in the form of SCSI from 44 students to 32 in 2017-2018. This is a increase of 12 students.	This data is impactful because there is a need for the consistent implementation of the Positive Behavior Intervention Strategies (PBIS). These strategies are needed to decrease negative student behaviors resulting in disciplinary actions.	Positive Behavior Support (PBS)
	Based on the 2018-2019 case management data, there was an	This data is impactful because the safety and security of all students is	Rewards/Incentives

	<p>increase in the number of students receiving disciplinary action due to bus behavioral infractions from 58 to 41 in 2017-2018. This is a increase of 17 students.</p>	<p>paramount. The need for school wide implementation of rewards and incentives are needed to decrease student bus infractions.</p>	
	<p>Based on the 2018-2019 daily student point data, the average daily points earned decreased from 80 as compared to 87 in 2017-2018. This is an average daily decrease of 7 points.</p>	<p>This data is impactful because there is a need for the consistent implementation of the Positive Behavior Intervention Strategies (PBIS). These strategies are needed to decrease negative student behaviors resulting in disciplinary actions.</p>	<p>Positive Behavior Support (PBS)</p>

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Positive Behavior Support (PBS)

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<p><b>Data Rating</b></p>	<p><b>Data Findings &amp; Area</b></p> <p>Be specific in defining each data element below.</p>	<p><b>Rationale for Selection of Data</b></p> <p>Why was this data finding selected as being most impactful?</p>	<p><b>Connected Essential Practices</b></p> <p>Which Essential Practice(s) contributed most to the data findings?</p>
<p><b>Significantly Improved Data Findings</b></p>	<p>The 2018-2019 Geometry EOC learning gains data yielded a 80% as compared to 32% in 2017-2018. This is a 48% increase.</p>	<p>This data is impactful because student learning gains for the Geometry EOC increased substantially through the use of targeted school wide progress monitoring. Krusé receives a School Improvement Rating based solely on math and reading learning gains data.</p>	<p>Ongoing Progress Monitoring</p>
	<p>The 2018-2019 Math FSA and FSAA learning gains data yielded a 50% as compared to 40% in 2017-2018. This is a 10% increase.</p>	<p>This data is impactful because student overall Math FSA and FSAA learning gains were increased substantially through the use of targeted school wide ongoing progress monitoring. Krusé receives a School Improvement Rating based solely on math and reading learning gains data.</p>	<p>Corrective Feedback for Students  Ongoing Progress Monitoring</p>
	<p>The 2018-2019 FSAA ELA learning gains data yielded a 67% as compared to 50% in 2017-2018. This is a 17% increase.</p>	<p>This data is impactful because student learning gains for the FSAA ELA increased substantially through the use of targeted school wide ongoing progress monitoring. Krusé receives a School Improvement Rating based solely on math and reading learning gains data.</p>	<p>Checks for Understanding  Ongoing Progress Monitoring</p>

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Ongoing Progress Monitoring



<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	The 2018-2019 Algebra 1 EOC data yielded a 0% proficiency as compared to 0% proficiency in 2017-2018. The proficiency is neutral.	This data is impactful because there was no change in the Algebra I EOC proficiency scores and this is a graduation requirement. Standards-aligned instruction is needed to increase proficiency.	Standards-Aligned Instruction
	The 2018-2019 Geometry EOC data yielded a 0% proficiency as compared to 0% proficiency in 2017-2018. The proficiency is neutral.	This data is impactful because although there was a significant increase in the Geometry EOC learning gains, there was no change in the Geometry proficiency scores. Standards-aligned instruction is needed to increase proficiency.	Standards-Aligned Instruction
	The 2018-2019 FSA ELA 4-10 data yielded a 11% proficiency as compared to 10% proficiency in 2017-2018. This is a slight decrease of 1%.	This data is impactful because there was a slight decrease in the FSA ELA 4-10 proficiency scores. Ensuring that the curriculum and resources are utilized effectively is paramount.	Effective Curriculum and Resource Utilization

**Essential Practice for Neutral Data Findings (Secondary)**

Standards-Aligned Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	The 2018-2019 FSA ELA data yielded 26% learning gains as compared to 41% in 2017-2018. This is a decrease of 15%.	This data is impactful because the overall FSA ELA learning gains decreased by 15%. Progress monitoring and data driven instruction were not fully implemented with fidelity. Krusé receives a School Improvement Rating based solely on math and reading learning gains data.	Collaborative Data Chats  Data-Driven Decision Making  Data-Driven Instruction
	The 2018-2019 Algebra 1 EOC data yielded 0% learning gains as compared to 22% in 2017-2018. This is a decrease of 22%.	This data is impactful because although the overall math learning gains increased, the 0% learning gains in Algebra 1 EOC is of concern. The Algebra 1 EOC is a graduation requirement. Krusé receives a School	Collaborative Data Chats  Data-Driven Decision

		Improvement Rating based solely on math and reading learning gains data.	Making Data-Driven Instruction
	The 2018-2019 FSA ELA (4-10) Key Ideas and Details component data yielded a 24% correct as compared to 32% correct in 2017-2018. This is a decrease of 8%.	This data is impactful because although the overall FSA ELA proficiency rate decreased slightly, the 8% decrease in FSA ELA (4-10) reporting category Key Ideas and Details is of concern. Student success across the curriculum is influenced by a student's understanding of key ideas and details.	Collaborative Data Chats Data-Driven Decision Making Data-Driven Instruction

### Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven Decision Making

## ESSENTIAL PRACTICES REVIEW

*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.*

### 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 2019-2020 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 2019-2020 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2019-2020 school year.*

## SCHOOL CULTURE

### Sustained Essential Practice

Team Building Activities

**Primary Essential Practice**

Positive Behavior Support (PBS)

**Secondary Essential Practice**

Rewards/Incentives

**ACADEMIC PROGRAMS****Sustained Essential Practice**

Ongoing Progress Monitoring

**Primary Essential Practice**

Data-Driven Decision Making

**Secondary Essential Practice**

Standards-Aligned Instruction

**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 2019-2020 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.*

**Competency 4: Engages the Team** *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 2019-2020 school year.*

## Competency 1: Commitment to Students

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

Currently our Commitment to Students is at a level 4 competency. The School Leadership Team is committed to standing up for the expressed benefits of students even if beliefs and decisions are not supported by others in power. The school is committed to the improvement of all students as it related to academics, behavioral and emotional growth.

#### **As evidenced by:**

The School Leadership Team's Commitment to Students is evident 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.**

The School Leadership Team will use the Commitment to Student competency in the School Improvement Process by setting high expectations for all learners, believing in students' ability to learn regardless of the barriers and supporting decisions and policies to improve instruction and advance learning for all students.

## Competency 2: Focusing on Sustainable Results

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

Our current reality regarding Focusing on Sustainable Results is at a level 1 competency. The School Leadership Team identifies immediate problems, but may not investigate the needs further to understand the root cause.

#### **As evidenced by:**

The School Leadership Team will Focus on Sustainable Results through effective communication and sharing of best practices at weekly team meeting and monthly department meetings. Specifically, the School Leadership Team will collaborate on a bi-weekly basis to ensure alignment of goals and sustainability of focus.

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

The School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process by utilizing prioritizing activities, implementation initiatives and taking courses of action to achieve desired results and minimize risks.

## Competency 3: Developing Others

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

Currently our Developing Others is at a level 3 competency. The School Leadership Team expresses positive expectations for future performance after a setback and adapts own communication and actions to resonate with the audience or to move them in a particular direction.

#### **As evidenced by:**

The School Leadership Team Developing Others is evident by regularly mentoring staff during meetings and individual mentoring sessions. The administrative team builds leadership capacity through providing staff with 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 will use the Developing Others competency in the School Improvement Process to set positive expectations, select training and work assignments to build other's capabilities, and choose the timing and delivery of information.

## **Competency 4: Engages the Team**

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

Currently our Engages the Team is at a level 2 competency. The School Leadership Team sees the importance of a joint effort and attempts to solicit contributions or input from others and models desired norms of behaviors.

### **As evidenced by:**

The School Leadership Team demonstrates Engages the Team by meeting with their teams weekly and monthly to share information within and across teams. The School Leadership Team shares messages from the District and models desired norms of behaviors.

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

The School Leadership Team will use the Engages the Team competency in the School Improvement Process to keep people on the team informed, ensure that the team produces as planned, and motivates the team with a compelling vision and enthusiasm.

## **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 2019-2020 school year.*

#### *Sustained Essential Practice*

*SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2019-2020 school year.*

#### *Secondary and Primary Essential Practices*

*SLTs will 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 2019-2020 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 2019-2020 school year. These actions will be captured under Priority Actions.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2019-2020 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Team Building Activities

### **Priority Actions for the Sustained Essential Practice**

Ruth Owens Krusé Educational Center will continue to implement school-wide team building activities to include, weekly team meetings and sharing of best practices, monthly department meetings, monthly Breakfast with Berge, after school team activities, Kick Off Bowling team building activity, monthly cultural celebrations, quarterly Top Banana awards and weekly positive applause recognition.

### **Primary Essential Practice**

Positive Behavior Support (PBS)

### **Priority Actions for the Primary Essential Practice**

Ruth Owens Krusé Educational Center will increase the effectiveness of the school-wide level system to include a consistent use of tangible reinforcers, use of the point system, following the established protocols, weekly team reinforcers, weekly ROK shop visits, school-wide fun Friday, school-wide level up ceremony, and recognition activities.

### **Secondary Essential Practice**

Rewards/Incentives

### **Priority Actions to Enhance the Secondary Essential Practice**

Ruth Owens Krusé Educational Center will implement attendance incentives and rewards for students and staff with efficacy on a monthly, quarterly and yearly basis. Students will be acknowledged with weekly shout outs and monthly ice cream parties for perfect attendance. Staff will be acknowledged during at-large faculty meetings and social media for perfect attendance on a quarterly basis. They will receive a certificate, picture on the Attendance Hall of Fame board and a gift certificate to the Grill.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Ongoing Progress Monitoring

### **Priority Actions for the Sustained Essential Practice**

Ruth Owens Krusé Educational Center will continue to monitor student progress in Math and Language Arts to ensure that students maintain learned skills and acquire new grade level proficiency. Teachers will utilize checking for understanding and corrective feedback strategies to monitor student learning. Data from various areas to include, iReady, MYA, Topic Tests, Reading Plus and teacher made assessments will be analyzed.

### **Primary Essential Practice**

Data-Driven Decision Making

### **Priority Actions for the Primary Essential Practice**

Ruth Owens Krusé Educational Center will continue to implement the disaggregation of data and collaborative data chats. Leadership team will assist teachers in making data driven decisions to target specific learning needs and implement effective strategies to increase student learning gains.

### **Secondary Essential Practice**

## Standards-Aligned Instruction

### Priority Actions to Enhance the Secondary Essential Practice

Math and Language Arts teachers at Ruth Owens Krusé Educational Center will utilize progress monitoring data to evaluate individual student needs and realign standard based instruction. Math and Language Arts teachers will use pacing guides, topic tests, pre and post tests, and District provided resources with fidelity.

## 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 2019-2020 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 2019-2020 school year.*

## SCHOOL CULTURE

### OUTCOME STATEMENT

#### School Culture

If we successfully implement Team Building Activities, Rewards and Incentives, and the PBIS program, then there will be an increase in positive collaborative activities and staff morale, an increase in student and staff attendance, and a decrease in the number of students receiving disciplinary action due to behavioral disruptions during the 2019-20 school year.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If we successfully implement Data Driven Decision Making, Ongoing Progress Monitoring, and Standards-Aligned Instruction 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

<b>Opening of School Date</b>  (08/15/19) AM-PM	<b>Phase I Topic</b>  <i>What topic will be shared?</i>  <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>	<b>Process Description</b>  What process/protocol will be used to share the topic and garner feedback from all stakeholders?	<b>Activity Lead</b>  Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/13/19 a.m.	Primary Essential Practice Snack at the "The Grill"	Review PBIS guidelines and offer the opportunity for feedback from team members. An emphasis will be placed on redefining the school-wide behavioral level system to include dress code policy and individual team criteria.	Nicole Berge-MacInnes, Principal, Tiffany Jones PBIS Director
8/13/19	School Leadership	Engage the Leadership/Curriculum	Nicole Berge-MacInnes, Principal,

p.m.	Core Competency Lunch at "The Grill"	Council in a meeting to review the School Improvement Process that commenced at Synergy. Small group activity/discussion surrounding school leadership, school culture, and academics. Review the Core Competencies and Essential Practices.	Joseph Rubio, Assistant Principal
8/14/19 a.m.	Sustained, Primary & Secondary Essential Practices Priority Actions Outcome Statements	Opening of Schools Faculty Meeting includes the review of the School Improvement Process, presentation of 2018-2019 School Performance Data, activities and field trips procedures, Threat Assessments/Mental Health procedures and review of School Operations/School Board Policies.	Nicole Bergé-MacInnes, Principal, Joseph Rubio, Assistant Principal Myleen Quintana, Synergy Team Member, Eileen Roldan, Synergy Team Member, Ana Mendez, Synergy Team Member Tuwanna Lewis, Ana Mendez, Activities Director
8/14/19 p.m.	School Leadership Core Competency Primary & Secondary Essential Practice Selections	During 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
8/15/19 a.m. & p.m.	Primary Essential Practice	Morning -Kick Off Bowling Team Building Activity Afternoon: 2018-2019 School Performance Data Department Chairs reviewed the Sustained, Primary, and Secondary essential practices as it relates to ELA and Math performance. All teachers reviewed standards, trends, and developed outcome statements.	Nicole Bergé-MacInnes, Principal, Joseph Rubio, Assistant Principal, Lorraine Schaub, English Department Chair Adriel Lantigua, Math Department Chair Eileen Roldan, Science Department Chair Mayte Medina, Social Studies Department Chair Jana Nunes, Electives Department Chair Tuwanna Lewis, Student Services Department Chair
8/16/19 p.m.	Primary Essential Practice	School-wide review of PBIS standards and practices	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