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# Ruth Owens Kruse Education Center

11001 SW 76TH ST, Miami, FL 33173

<http://rok.dadeschools.net/>

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### **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 services encompassing school, family, and community partnerships.

#### **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 positive contributing members of society.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Whitehead, Ora	Principal	<p>Manages and coordinates daily operations of the total school, including facilitating teaching and learning as the instructional leader. In addition, manage and coordinate the usage of school budget, manage School Crisis Management system referral process, and ensure that Individual Education Plan IEP's meet district/state requirements and the goals of each student's IEP are implemented within the school setting.</p>
Rubio, Joseph	Assistant Principal	<p>Assist the principal with managing daily operations of the total school. In addition, manage School Crisis Management System Referral Process, and ensure that Individual Education Plan IEP's meet district/state requirements and the goals of each student's IEP are implemented within the school setting.</p>
Anteen, Joy	Teacher, ESE	<p>Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.</p>
Correa, Karolyn	Teacher, ESE	<p>Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.</p>
Isern, Diane	Teacher, ESE	<p>Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.</p>

Name	Position Title	Job Duties and Responsibilities
Suarez, Mayte	Teacher, ESE	Attend Leadership meetings, share in decision-making, conduct biweekly meetings, coordinate team activities, serve as a communication liaison between the teachers of the department, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize team activities to facilitate cohesiveness and maintain a positive team attitude.
Lantigua, Adriel	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Schaub, Lorraine	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Roldan, Eileen	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Aguilera, Elton	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation



Name	Position Title	Job Duties and Responsibilities
		of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Lewis, Tuwana	School Counselor	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Pena, Gabrielle	Teacher, ESE	Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum goals and philosophies, assist teachers with strategies to improve instruction and provide necessary resources, coordinate departmental duties including preparation of reports, agendas, minutes and surveys, coordinate monthly meetings to share best practices, review status of department regarding objectives and staff development activities, assist in implementation of new programs, and to assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
Quintana, Myleen	Teacher, ESE	Attend Leadership meetings, share in decision-making, coordinate Professional Development activities, serve as a Professional Development Liaison to communicate between the teachers, support staff, administration and the leadership team, coordinate team duties including preparation of reports, agendas, minutes and surveys, organize and guide conferences and communications with students, parents, support staff, and with other teams, participate and encourage team members to participate in all school-wide activities, organize activities to facilitate cohesiveness and promote positive Professional Development growth.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving all stakeholders include monthly faculty meetings, monthly leadership meetings and monthly EESAC meetings where our teachers, parents, administration, and business partners participate and use their voice to plan and monitor the school improvement plan.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is our primary artifact used with stakeholders to discuss and review data, set goals, create an action plan and monitor progress. Our SIP is used as a “living document” as we continually update, refine, and use the plan to guide our work throughout the year.

Demographic Data	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	91%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	
<b>School Improvement Rating History</b>	2021-22: COMMENDABLE  2018-19: MAINTAINING  2017-18: MAINTAINING  2016-17: MAINTAINING
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	2	1	4	7	8	22
One or more suspensions	0	0	0	0	0	1	2	4	4	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	2	0	2
Level 1 on statewide ELA assessment	0	0	0	0	1	2	1	7	2	13
Level 1 on statewide Math assessment	0	0	0	0	0	3	0	5	5	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	3	2	11	8	26

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	1	3	2	8	6	20

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	1	2	6	7	9	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	7	1	5	30
Course failure in Math	0	0	0	0	0	0	1	0	1	2
Level 1 on statewide ELA assessment	0	0	0	0	1	2	7	1	5	30
Level 1 on statewide Math assessment	0	0	0	0	0	2	9	2	4	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	1	2	7	1	5	30

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	1	2	9	3	7	53

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	1	2	13

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	1	2	6	7	9	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	1	2	7	1	5	16
Course failure in Math	0	0	0	0	0	0	1	0	1	2
Level 1 on statewide ELA assessment	0	0	0	0	1	2	7	1	5	16
Level 1 on statewide Math assessment	0	0	0	0	0	2	9	2	4	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	1	2	7	1	5	16

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	1	2	9	3	7	22

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	0	0	0	1	2	4

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	28	62	57	21	63	61
ELA Learning Gains	44	62	55	35	61	59
ELA Lowest 25th Percentile		55	46	40	57	54
Math Achievement*	27	61	55	27	67	62
Math Learning Gains	63	69	60	51	63	59
Math Lowest 25th Percentile		65	56	50	56	52
Science Achievement*	12	54	51	24	56	56
Social Studies Achievement*	53	78	72	35	80	78
Middle School Acceleration						
Graduation Rate	77			50		
College and Career Acceleration	10			0		
ELP Progress						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	8
Percent Tested	92
Graduation Rate	77

#### ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL				
AMI				
ASN				
BLK	36	Yes	3	
HSP	41			
MUL				
PAC				
WHT				
FRL	45			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	44		27	63		12	53		77	10	
SWD	28	44		29	63		13	57		75		
ELL												
AMI												
ASN												
BLK	27	43		25	71		14					
HSP	30	47		33	54							
MUL												
PAC												
WHT												
FRL	29	46		30	62		14	57		75		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	24	32		29	35		32	33		76	0	
SWD	24	32		29	35		32	33		79	0	
ELL												
AMI												
ASN												
BLK	22	24		33	31							
HSP	25	40		28	46		31			71	0	
MUL												
PAC												
WHT												
FRL	25	32		30	35		32	36		82	0	

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	21	35	40	27	51	50	24	35		50	0	
SWD	21	35	40	27	51	50	24	35		56	0	
ELL				40								
AMI												
ASN												
BLK	14	22		17	43							
HSP	22	46		31	61		27	50		46		
MUL												
PAC												
WHT												
FRL	22	36	40	28	51	50	25	38		50		

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	54%	*	50%	*
05	2023 - Spring	*	56%	*	54%	*
07	2023 - Spring	*	50%	*	47%	*
08	2023 - Spring	20%	51%	-31%	47%	-27%
09	2023 - Spring	*	51%	*	48%	*
06	2023 - Spring	18%	50%	-32%	47%	-29%
03	2023 - Spring	*	52%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	27%	58%	-31%	54%	-27%
07	2023 - Spring	*	48%	*	48%	*
03	2023 - Spring	*	63%	*	59%	*
08	2023 - Spring	9%	59%	-50%	55%	-46%
05	2023 - Spring	*	58%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	9%	40%	-31%	44%	-35%
05	2023 - Spring	*	50%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	56%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*



BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	66%	*	63%	*

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that indicated the lowest performance was Mathematics as evidenced by the 2023 state assessment data which indicated our mathematics scores were stagnant for the 2023 school year as compared to the 2022 school year. The contributing factors to the lack of increase in student achievement in mathematics is evidenced by teacher's not using data consistently to plan lessons for remediations and the need for more Differentiated Instruction (DI) with students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component with the greatest decline was Social Studies as evidenced by the 2023 state assessment data, which indicated the overall social studies scores declined by 38 percentage points to 31 percentage points when compared to the 2022 assessments. The contributing factor to the decline from the previous year in student achievement can be attributed to the change of teachers within the (Civics) subject area who were unfamiliar with the standards.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that showed the greatest gap when compared to the state average was Science as evidenced by only 15 percent of students meeting proficiency as compared to the state average of 52 percent. Although the data indicated a 37 percent gap in proficiency rate, our school's trend data indicates that the percentage of students obtaining proficiency has improved over the last 3 assessment

years as evidenced by 2021 data of 6% proficiency, 2022 data of 10% proficiency and 2023 data of 15% proficiency.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was in Reading as evidenced by F.A.S.T Proficiency on the 2023 assessment which indicated a 9 percent increase from 22 percent to 31 percentage points. The contributing factors to the increase in reading is evidenced by the master schedule being adjusted to reflect the consistency of one teacher in middle school and one teacher in high school teaching reading; which provided for consistency of implementation of standards. Also, teachers reviewed and adjusted data to drive and modify instruction throughout the school year.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Based on the EWS data from Part I, the potential areas of concerns are: student absences (10 percent or more days) and mathematics.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The following is a list of our highest priorities for school improvement in the 2023-2024 school year:  
1. student engagement 2. differentiated instruction and 3. school culture 4. Mathematics 5. Reading

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 F.A.S.T and EOC data, the Students with Disability (SWD) Subgroup showed a decrease in proficiency. SWD subgroup showed a 5 percentage points decrease in ELA and 4 percentage points decrease in Math. Based on the data and the contributing factors of: the unique needs of our learners, the need for hands on learning, and the need for teaching to various learning styles, we will implement the Targeted Element of Instruction Student Engagement.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement activities and strategies related to Student Engagement, then our Students with Disability subgroup will increase by a minimum of 5 percentage points from 31% to 35% in Reading and a minimum of 5 percentage points from 35% to 40% in Mathematics as evidenced by the 2024 State Assessments in Reading and Mathematics.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct monthly data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans. Data Analysis of formative assessments of iReady and Read 180 and mathematics topic assessments will be reviewed to observe progress. During bi-weekly departmental meetings staff will discuss and review student OPM. An IEP meeting will be scheduled for students having academic difficulties to address deficiencies, review accommodations and recommend additional strategies.

**Person responsible for monitoring outcome:**

Ora Whitehead (owhitehead@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The focus will be on the observation of student engagement during walkthroughs as evidenced by student participation, hands on activities, and alignment of activities to standards as evidenced by lesson plans.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

If student engagement activities are aligned to the standards, appropriate resources are used and implemented with fidelity, then student participation and adequate progress will increase.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Bi-weekly departmental meetings will occur in which teachers and administrators will discuss best practices for implementation of student engagement activities within the core subject areas. As a result, teachers will plan for and implement student engagement activities utilizing appropriate resources.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Department Chairpersons will be responsible for correlating and disseminating tangible resources needed for student engagement activities (i.e supplies, math manipulatives, reading materials). As a result teachers will have the necessary resources to increase student engagement.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Administration will monitor student engagement activities/strategies weekly during walkthroughs and lesson plan review to ensure fidelity. As a result, student participation in class activities, and consistency of hands on activities will increase.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Administration will encourage teachers to participate in professional development throughout the year focusing on Differentiated Instruction, STEAM activities, curriculum standards, and Safe Crisis Management. As a result, student engagement in the classroom will increase.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Administrators will walk into classrooms to observe student engagement. As a result, during faculty meetings administration will recognize teachers they observed engaging students in their classrooms.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

Teachers will give names of students who are actively engaged in the academic programs for reading and mathematics weekly. As a result, administration will recognize students on the afternoon announcements weekly to reinforce student engagement.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

## #2. Instructional Practice specifically relating to Differentiation

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FSA and EOC data, the Students with Disability (SWD) Subgroup showed a decrease in Learning Gains. SWD subgroup showed a 5 percentage points decrease in ELA and 4 percentage points decrease in Math. Based on the data and the contributing factors of: the unique needs of our learners, the need for small group instruction, and the need for data-driven instruction, we will implement the Targeted Element of Instruction Differentiated Instruction (DI).

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiated Instruction, then our Students with Disability subgroup will increase by a minimum of 5 percentage points in reading and math, as evidenced by the 2024 State Assessment.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality small group of instruction in the ELA and mathematics classes is taking place in the standard middle and high school classes. Administrators will review bi-weekly lesson plans. Data Analysis of formative assessments of core-content material will be reviewed monthly to observe progress. During bi-weekly departmental meetings staff will discuss and review student OPM. An IEP meeting will be scheduled for students having difficulties to address deficiencies and recommend additional strategies. Extended learning opportunities will be provided to students who continue to need remediation.

### Person responsible for monitoring outcome:

Ora Whitehead (owhitehead@dadeschools.net)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the evidence-based strategy of: Differentiated Instruction (DI). DI will assist in accelerating the learning gains of our Students with Disability subgroup as it is a systematic approach of instruction to meet the students' needs. DI activities on students' remedial levels through the use of supplemental readers and supplemental math work books will be monitored daily. Data driven conversations with teachers will include OPMs.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction (DI) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. By incorporating Data-Driven Instruction, teachers will be able to use DI to ensure that they are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Clinicians and teachers will work collaboratively to provide students with additional mental health support.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In house professional development sessions on utilizing data to Differentiate Instruction (DI) will be offered to teachers during the Teacher Planning Day. As a result, administration will conduct weekly walk throughs to observe the evidence of DI being implemented into the standard core classrooms.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

After the implementation of the in-house professional development session, teachers will collaborate during departmental meetings to group students based on data analysis by subject and grade. As a result, teachers will use this data and groupings to implement activities and strategies within the small group settings to increase student achievement.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Teachers will discuss best practices and strategies for implementation of Differentiated Instruction (DI) at Bi-weekly departmental meetings. As a result, discussions from these meetings will be used to adjust lesson plans, instructional delivery, activities and strategies within the classroom.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Administration will conduct weekly walk throughs to observe the implementation of Differentiated Instruction in all core classrooms. As a result, administration will hold follow up chat sessions with teachers that are having difficulty implementing DI activities and strategies and provide professional development opportunities.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Teachers will share knowledge of differentiation and data collection during monthly department meetings, weekly team meetings and/or common planning. As a result, teacher knowledge of DI strategies will increase.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 data for student attendance there was a decrease. Students with 16-30 absences increased by 8 percentage points from 26% to 34%. Based on the data and the contributing factors of: the overwhelming crisis events that our students endure which result in Baker Acts/Hospitalizations, the lack of parent involvement, and behavior issues, we will implement the Targeted Element of Positive School Culture relating to Student Attendance.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement activities and strategies related to Student Attendance/truancy intervention program, then our students will show a decrease in the number of students absent from school in the category for 16 to 30 days.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The homeroom teachers will monitor the student attendance daily and communicate with the student services personal to communicate with parents regarding student absences. A Truancy Interventionist will be identified to work with families and students with excessive absences to provide resources as applicable.

**Person responsible for monitoring outcome:**

Ora Whitehead (owhitehead@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Positive School Culture for Student Attendance our school will focus on Strategic Attendance Initiatives. The Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies, as well as incentives for students with perfect attendance. In order to promote a positive school culture, visible signs will be posted throughout the building promoting attendance and positive school slogans as they relate to Positive Behavior Interventions and Supports (PBIS).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Strategic Attendance Initiatives will allow for all stakeholders to be involved and well aware of the student attendance. It also encourages teachers to be more vigilant with students who are absent and catch a student's declining attendance at an early stage in order to discourage excessive absenteeism.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During the first faculty meeting teachers will be presented with a daily checklist that addresses student attendance to help monitor and communicate with parents. As a result homeroom teachers will communicate regularly with parents.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Students will receive tangible or edible reinforcements for weekly and monthly perfect attendance. Students who have perfect attendance quarterly will be recognized in a ceremony and will be eligible to attend a field trip. As a result student attendance will improve.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

During team meetings, teachers and student service will discuss students with more than 5 absences and make contact with parents. As a result parents will understand the importance of student attendance.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Positive slogans related to attendance and PBIS will be posted around the school. Students with perfect attendance will be spot lighted on a visual display in the Main Hallway. As a result students will be able to see positive enforcement of perfect attendance.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Teachers will complete Student Case Management referral forms for students who have had more than 5 absences. As a result, truancy will be documented, and parent conferences will be held.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

Students who have perfect attendance for the quarter will participate in "Lunch with the Principal." As a result, student attendance will improve.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024



#### #4. Positive Culture and Environment specifically relating to Other

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 data many of our students did not reach high levels on the schoolwide behavior management level system. Based on the data and the contributing factors of: the overwhelming crisis events that our students endure which result in Baker Acts/Hospitalizations, the lack of parent involvement, and behavior issues, we will implement the Targeted Element of Positive School Culture relating to Positive Behavior Interventions and Systems.

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will be able to move up on the schoolwide behavior management level system as evidenced by participation in various incentives and reinforcement activities and awards for exhibiting positive behaviors consistently.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The homeroom teachers will monitor the student behavior through their daily point sheets and share pertinent information such as school attendance, indoor log, homeroom weekly summaries, and level up ceremony lists during team meetings in order to help promote positive behavior with all students.

##### Person responsible for monitoring outcome:

Ora Whitehead (owhitehead@dadeschools.net)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Interventions and Supports (PBIS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBIS for all students within a school is implemented in areas including the classroom and non-classroom settings. PBIS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported from a therapeutic classroom setting with clinical services infused throughout the school day. There is continuous supervision throughout the school day. The PBIS is used to help ensure that students feel safe and respected and allows us to provide a positive safe learning environment.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The schoolwide behavior management plan will be presented to the faculty during the first faculty meeting. As a result, the point sheets will be used to monitor behavior daily and promote progression of positive behavior.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

The administrative team will conduct weekly walk-throughs to monitor school-wide behavior management. As a result, the administrative team will collaborate with the PBIS Coach to provide assistance to teachers in need of specific assistance with classroom management strategies.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Classroom teachers and support staff will collaborate during Team Meetings to discuss and share best practices pertaining to usage of Point Sheets and strategies used to encourage positive behavior on a monthly basis. As a result, teachers will be encouraged to try different strategies within their classrooms to promote positive student behavior.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

Teachers will participate in professional development regarding Safe Crisis Management. As a result, staff will refresh their knowledge of physical and non-physical interventions when dealing with students in crisis to maintain a safe learning environment.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 8/14/2023-9/29/2023

On a weekly basis, teachers will give names of students to their team leader of those who reach Level 3 and show consistent positive behavior in order to participate in "Fun Friday" activities. As a result, students will maintain or improve positive behavior school-wide.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

Students who level up in the ROK Behavior Management Level System will be eligible to participate in a school-wide field day activity. As a result, students will demonstrate positive behavior on a daily basis.

**Person Responsible:** Ora Whitehead (owhitehead@dadeschools.net)

**By When:** 10/16/2023-1/19/2024

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs are as follows: faculty meetings, team meetings, leadership meetings, and EESAC meetings where data is reviewed, discussed, and ideas and strategies are generated for student achievement with all stakeholders.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The methods for disseminating information are in order to reach all stakeholders are as follows: Our school's website at <https://rok.educationalcenter.net>, SchoolMessenger, social media platforms, EESAC meetings, Open House, Zoom meetings, phone calls, faculty meetings, leadership meetings, team meetings, in the Parent Resource Center and the Annual Parent Meeting About the Benefits of Title 1.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All of our students have Individualized Education Plans which require parent meetings regularly and we invite parents to participate in parent/student activities through out the year such as: honor roll and level up ceremonies, holiday shows, academic workshops and parental workshops.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school plans to strengthen the academic program in the school by using the School Improvement Plans Area of Focus on Differentiation and Student Engagement to help students improve their reading and mathematical skills. We are also initiating the STEAM program in our school to enrich the curriculum and enhance their learning experience where they will be using Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The School Improvement Plan is developed in coordination and integration with all stakeholders. Our students are provided with services from Project Upstart that addresses housing needs. We follow the state guidelines for nutrition where all our students receive free breakfast and lunch. The transition

students within the building participate in career education. We follow a schoolwide behavior management program servicing K-12 students who all have an Individual Education Plan that address their disabilities.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

#### **Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Ruth Owens Kruse Educational Center is a specialized K-12 school which provides highly specialized educational and therapeutic services to emotionally behaviorally disabled students in grades K-12. Each student is assigned a counselor that provides services for a minimum of 30 minutes once a week. The school also offers an on-call counselor that is available to see students in crisis. All staff is trained in de-escalation strategies and Safe Crisis Management.

#### **Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

We provide parent and student meetings with a Transitional Specialist to discuss available transition services for post-secondary opportunities such as Vocational Rehabilitation services. We also offer pre-employment transition services for job exploration and readiness through Vocational Rehabilitation services for ages 12-18.

#### **Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

We provide a comprehensive behavior management system that encompasses positive behavior support (PBS) and a range of clinical services. The program focuses on the social, emotional, behavioral, and academic needs of the students. The ultimate goal is to provide intensive services in order to promote the successful reintegration of students back into the traditional school setting in the least restrictive environment.

#### **Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The school staff is comprised of ESE teachers, paraprofessionals, student services staff, speech and language therapist, occupational therapist, school security monitors, and personnel who are highly trained to be sensitive to the unique needs of our exceptional student population.

#### **Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Elementary students who are placed at our school all come with an Individualized Education Plan that proves us to be the least restrictive environment addressing academic and behavioral needs.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$10,151.47
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$839.76
			<i>Notes: Scholastic High Interest Non-fiction Supplemental Readers for Reading Classrooms \$34.99 X 24 sets</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$3,306.45
			<i>Notes: Flexible Logitech headphones 105 X 31.49</i>			
	5200	644	8181 - Ruth Owens Kruse Education Center	UniSIG		\$4,999.00
			<i>Notes: Microsoft Surface GO 3 - 10.5 Touch Screen Tablets 10 X 499</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$537.20
			<i>Notes: Kosmos Ooze Labs Chemistry Station Science Experiments 39.99 X 4 = 88 Pcs Magnetic Expansion Pack - Marble Run 24.00 X 4 = STEM Race Cars 25.66 X 4 4M Steam Powered Kitchen Kids Science Kit 44.65 X 4</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$469.06
			<i>Notes: High School Science Hands on Supplies Royal Brites Tri-fold Project Board 28x40 (white) 10 X7.39 = 70.39 Pacon 80% Recycled Single Walled presentation board 48x28 1@ 66.99 Meccano by Erector 5 in 1 Roadster Pull Back Car Building Kit, STEM Engineering Education Toy \$23.95 X 3 = \$71.85 Iconikal motivational Encouraging Inspirational Bokmarks (100 count) \$9.99 52 Essential Critical Thinking: Flash Cards for Problem Solving \$24.99 Neenah Astrobrights Bright Color Copier Paper Letter size 3 X 26.49 = \$79.47 Scotch Heavy Duty Packaging Tape - 2X18.99 = \$37.98 Elmer's Craft Bond Mini Hot Glue Gun 5 X \$10.99 = \$54.95 Elmer's Craft Mini Hot Glue Sticks 5 X 10.49 = \$52.45</i>			
2	III.B.	Area of Focus: Instructional Practice: Differentiation				\$28,404.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	8181 - Ruth Owens Kruse Education Center	UniSIG		\$3,168.00
			<i>Notes: Technology Apple IPAD 10.9 inch 10th generation - \$449.00 X 6 = 2,694.00 Apple - smart Folio for iPad 10th generation \$79.00 X 6 = \$474.00</i>			
			8181 - Ruth Owens Kruse Education Center	UniSIG		\$2,769.75
			<i>Notes: Office Supplies Multi Use Print and Copy Paper - \$45.99 X 20 = \$919.80 Brother Genuine TN660 Ink 3 pack - 178.11 X 5 = \$890.55 Brother Genuine TN450 Ink single pack - \$57.95 X 10 = \$579.50 Brother Genuine TN 660 Ink Single pack - 37.99 X 10 = \$379.90</i>			
	5200	520	8181 - Ruth Owens Kruse Education Center	UniSIG		\$2,996.00

			<i>Notes: Lakeshore Learning Nonfiction Leveled Books (Classroom Library) Complete sets 4 x 749.00</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$796.00
			<i>Notes: Lakeshore Learning Leveled Library Mobile Cart 4 X 199.00</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$675.00
			<i>Notes: Measuring Up Supplemental Math Books Level C 15 X 15.00 Level D 15 X 15.00 Level E 15 X15.00</i>			
	5200	150	8181 - Ruth Owens Kruse Education Center	UniSIG		\$18,000.00
			<i>Notes: Hourly Interventionist 20 hours a week X 30.00 Hr 600 \$600 X 30 weeks - 18,000.00</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$6,120.54</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	8181 - Ruth Owens Kruse Education Center	UniSIG		\$3,600.54
			<i>Notes: AGC Poster Maker and supplies</i>			
	6110	150	8181 - Ruth Owens Kruse Education Center	UniSIG		\$2,520.00
			<i>Notes: After Hours Truancy Interventionist 2 hours a week X 34 weeks = \$2,520.00</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$2,823.24</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$516.78
			<i>Notes: 72 - (3) 24 pack Level Up Clear Backpacks 172.26 x3 = 516.78</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$379.46
			<i>Notes: Various board games and motivational cards for student use with counsel 60 piece motivaional rubber wristbands (100) 22.99 x 2 = 45.98 100 pack stress balls 36.79 x2 = 73.58 Motivational Canva posters 10 X 25.99 = 259.90</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$1,185.60
			<i>Notes: Positive Thinking Workbook for Teens 60 X 19.76 = 1,185.60</i>			
	5200	519	8181 - Ruth Owens Kruse Education Center	UniSIG		\$741.40
			<i>Notes: Duplicating Costs for Parent Brochures \$125.00</i>			
					<b>Total:</b>	<b>\$47,500.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No