

Miami-Dade County Public Schools

RUTH OWENS KRUSE EDUCATION CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ora Whitehead

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Daniel Granada

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Margaret Anteen

Position Title

Highschool Team Leader

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Karolyn Correa

Position Title

Transition Team Leader & Activities Director

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Diane Isern

Position Title

ROK Stars Team Leader

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Summer Tie Shue

Position Title

Elementary/Middle School Team Leader

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Lorraine Schaub

Position Title

Language Arts Department Chairperson

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name

Adriel Lantigua

Position Title

Mathematics Department Chairperson

Job Duties and Responsibilities

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.

Leadership Team Member #9

Employee's Name

Eileen Roldan

Position Title

Science Department Chairperson

Job Duties and Responsibilities

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.

Leadership Team Member #10

Employee's Name

Maritza Diaz

Position Title

Social Studies Department Chairperson

Job Duties and Responsibilities

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.

Leadership Team Member #11

Employee's Name

Tuwanna Lewis

Position Title

Student Services Department Chairperson

Job Duties and Responsibilities

Attend Leadership meetings, share in decision-making, serve as a curriculum leader by assisting in the review of weekly calendars and plans, assist 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 materials, supplies and equipment.

Leadership Team Member #12

Employee's Name

Myleen Quintana

Position Title

Professional Development Liaison

Job Duties and Responsibilities

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 schoolwide activities, organize activities to facilitate cohesiveness and promote positive Professional Development growth.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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. Every quarter the SIP will be monitored and revised.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	90.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (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)*
SCHOOL IMPROVEMENT RATING HISTORY	2023-24: 2022-23: * 2021-22: COMMENDABLE 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	0	0	0	0	2	0	1	7	10
One or more suspensions	0	0	2	1	0	2	3	3	4	15
Course failure in English Language Arts (ELA)	0	0	1	0	0	1	0	0	1	3
Course failure in Math	0	0	1	0	0	1	0	0	1	3
Level 1 on statewide ELA assessment	0	0	0	1	0	2	4	2	2	11
Level 1 on statewide Math assessment	0	0	1	2	0	2	2	6	4	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	1	21					24

Current Year 2024-25

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	1	1	0	2	3	5	7	19

Current Year 2024-25

Using the table above, complete the table below with the number of students 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	1	0	0	0	0	0	0	1	0	2

Prior Year (2023-24) As Last 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 school days					2	1	4	7	8	22
One or more suspensions						1	2	4	4	11
Course failure in ELA						1				1
Course failure in Math								2		2
Level 1 on statewide ELA assessment					1	2	1	7	2	13
Level 1 on statewide Math assessment						3		5	5	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										26

Prior Year (2023-24) As Last Reported (pre-populated)

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					1	3	2	8	6	20

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	7	5	5	5	22
One or more suspensions	8	10	2	3	23
Course failure in English Language Arts (ELA)	2	2	0	1	5
Course failure in Math	1	0	0	0	1
Level 1 on statewide ELA assessment	6	6	5	0	17
Level 1 on statewide Algebra assessment	5				5

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	11	8	5	4	28

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	2	2	2	2	8

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	12	65	58	37	61	53	28	62	55
ELA Grade 3 Achievement **		63	59		58	56			
ELA Learning Gains	44	64	59				44		
ELA Learning Gains Lowest 25%		58	54						
Math Achievement *	11	68	59	30	63	55	27	51	42
Math Learning Gains	41	66	61				63		
Math Learning Gains Lowest 25%		63	56						
Science Achievement *	27	60	54	26	56	52	12	60	54
Social Studies Achievement *	23	79	72	43	77	68	53	68	59
Graduation Rate		78	71	81	76	74	77	53	50
Middle School Acceleration		77	71		75	70		61	51
College and Career Readiness		76	54	0	73	53	10	78	70
ELP Progress		64	59		62	55		75	70

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	26%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	158
Total Components for the FPPI	6
Percent Tested	86%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
26%	36%	39%	33%		33%	38%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	27%	Yes	2	1
Black/African American Students	21%	Yes	5	2
Hispanic Students	36%	Yes	2	
Economically Disadvantaged Students	29%	Yes	2	1
2022-23 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%
Students With Disabilities	37%	Yes	1	
Black/African American Students	31%	Yes	4	1
Hispanic Students	27%	Yes	1	1

2022-23 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%
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Economically Disadvantaged Students

37%

Yes

1

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%
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Students With Disabilities

44%

No

English Language Learners

Native American Students

Asian Students

Black/African American Students

36%

Yes

3

Hispanic Students

41%

No

Multiracial Students

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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	45%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	12%		44%		11%	41%		27%	23%				
Students With Disabilities	13%		44%		13%	41%		27%	23%				
Black/African American Students	0%		58%		8%	17%							
Hispanic Students	29%		42%		14%	57%							
Economically Disadvantaged Students	13%		48%		18%	36%							

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				30%			26%	43%		81%	0%	
Students With Disabilities	40%				33%			26%	43%		80%	0%	
Black/African American Students	37%				24%								
Hispanic Students	27%				33%			20%					
Economically Disadvantaged Students	37%				37%			27%			86%	0%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	
Students With Disabilities	28%		44%		29%	63%		13%	57%		75%		
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	27%		43%		25%	71%		14%					
Hispanic Students	30%		47%		33%	54%							
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	29%		46%		30%	62%		14%	57%		75%		

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	7	40%	55%	-15%	50%	-10%
Algebra		10%	55%	-45%	50%	-40%
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The 2024 FAST PM3 Reading data for 7th grade students indicates a 23 percentage point improvement as compared to the 2023 FAST PM3 data. This group of students had the consistency of the same Reading Teacher for 2 years in a row. Therefore, she was able to home in on the deficient skills of each student. The majority of students in this grade level had satisfactory attendance which assisted with consistency in instruction.

Lowest Performance

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

The 2024 EOC Data indicates that only 10% of students were proficient on the Algebra 1 test. In addition, the Geometry EOC for the Spring 2023 and Spring 2024 exams indicated that no students met proficiency. The lack of proficiency can be attributed to excessive student absences, lack of progress monitoring and the need to have vertical planning between middle school math teachers specifically in 8th grade with the high school math team to discuss foundational skills that need to be taught at the middle school level.

Greatest Decline

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

The 2024 FAST Mathematics PM3 data for 8th grade students indicates a 40% decline in proficiency as compared to the 2023 FAST data. Excessive student and staff absences, multiple transient students in addition to multiple suspensions of students due to severe behavioral issues, attributed to the lack of performance for this grade group.

Greatest Gap

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.

Elementary students in grades 3, 4 and 5 in the subject areas of Reading and Mathematics demonstrated no (0%) proficiency on the 2024 FAST PM3 assessments. The lack of

proficiency can be attributed to many factors. This particular configuration grew from 2 students at the beginning of the year to 8. The class was then split and some students obtained 2 new rookie teachers (October and January). The students have severe behavioral problems that contributed to the consistency of instruction. In addition, the class is multigrade level which attributes to the difficulty of the teacher instructing across all the grade levels.

EWS Areas of Concern

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

School data indicates that 48% of students have 31 or more absences. This can be attributed to the number of hospitalizations during the school year. In addition, a new partial hospitalization program which students attend anywhere from 1 to 6 weeks has added to this trend. Students who are not in attendance are not being instructed which has impacted the overall school's success for the 2023-2024 school year. In addition, current data reflects that 46% of staff had 10 or more days absent during the 23-24 school year. This data is concerning in that if instructional staff are missing an excessive amount of days then students are also missing instruction.

Highest Priorities

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

Our top areas of concern and focus for the upcoming school year are:

Elementary Reading and Math

Middle School (8th grade) Math and Science

High School Algebra and Geometry

Student Attendance

Staff Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Elementary students in grades 3, 4 and 5 in the subject areas of Reading demonstrated no (0%) proficiency on the 2024 FAST PM3 assessments.

The lack of proficiency can be attributed to many factors. This particular configuration grew from 2 students at the beginning of the year to 8. The class was then split and some students obtained 2 new rookie teachers (October and January). The students have severe behavioral problems that contributed to the consistency of instruction. In addition, the class is multigrade level which attributes to the difficulty of the teacher instructing across all the grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Elementary students will increase five percentage points in Reading learning gains, as evidenced by PM2 to PM3 to help move toward reading proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

If we successfully implement small group instruction, Ongoing Progress Monitoring (OPM), flexible strategic activities, and best practices, then our elementary students will increase Reading learning gains by a minimum of five percentage points from PM2 to PM3 and will be monitored through iReady on a weekly basis.

Person responsible for monitoring outcome

Ora Whitehead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Flexible/Strategic Grouping is Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Teacher-led grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction.

Rationale:

Flexible/Strategic Grouping 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 grouping them how the teacher observation, data, and student engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will encourage elementary teachers to sign up for district sponsored professional learning growth opportunities in the area of reading. As a result, elementary teachers will implement learned activities and strategies in small group settings to increase student achievement

Action Step #2

Best Practices

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will discuss best practices and strategies for implementation in reading 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.

Action Step #3

Model Reading

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will identify model reading classrooms for elementary teachers to observe. As a result, teachers will increase their knowledge of how to provide reading instruction in their own classroom.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2024 FAST Mathematics PM3 data for 8th grade students indicates a 40% decline in proficiency as compared to the 2023 FAST data. The 2024 EOC Data also indicates that only 10% of students were proficient on the Algebra 1 test. In addition, the Geometry EOC for the Spring 2023 and Spring 2024 exams indicated that no students met proficiency. The lack of proficiency can be attributed to excessive student absences, lack of progress monitoring and the need to have vertical planning between middle school math teachers specifically in 8th grade with the high school math team to discuss foundational skills that need to be taught at the middle school level. Other factors include multiple transient students in addition to multiple suspensions of students due to severe behavioral issues, attributed to the lack of performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Secondary students will increase learning gains by a minimum of five percentage points in math, as evidenced by PM2 to PM3 or EOC 2025 results to help students move toward mathematics proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

If we successfully implement best practices, Ongoing Progress Monitoring (OPM), and flexible strategic activities, then our secondary students will increase mathematics learning gains by a minimum of five percentage points from PM2 to PM3 or EOC 2025 results and will be monitored through Topic Assessments on a monthly basis.

Person responsible for monitoring outcome

Ora Whitehead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Flexible/Strategic Grouping is Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Teacher-led grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction.

Rationale:

Flexible/Strategic Grouping 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 grouping them how the teacher observation, data, and student engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Best Practices

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will discuss best practices and strategies for implementation in mathematics 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.

Action Step #2

Progress Monitoring

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After providing an in-house professional development during a Mathematics department meeting, teachers will implement progress monitoring in their classrooms through the use of Topic Assessments. As a result, teachers will be able to alter and modify instruction.

Action Step #3

Scheduling

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will schedule students to have the same teacher for their core math class and the intensive math class to be taught by the same teacher. As a result, students will have continuity of instruction.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we successfully implement Positive Behavior Intervention and Supports (PBIS) strategies, 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, SCSi 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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Schoolwide Point System

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide an in-house professional learning session to review the schoolwide behavior management level system. As a result, teachers and paraprofessionals will be able to implement the point system with fidelity.

Action Step #2

Weekly Raffle

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who have 100-point days on the schoolwide behavior management system will be entered into a raffle every week to receive a tangible item to reinforce positive behavior. As a result, more students will have improved behavior.

Action Step #3

Best Practices

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #4

Positive Behavior Interventionist

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To assist with analyzing student behavior, and developing strategies for behavior modification, an hourly PBIS Coach will be hired. As a result, teachers will receive assistance with working with students in their classrooms that have significant behavioral challenges.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

School data indicates that 48% of students have 31 or more absences. This can be attributed to the number of hospitalizations during the school year. In addition, a new partial hospitalization program which students attend anywhere from 1 to 6 weeks has added to this trend. Students who are not in attendance are not being instructed which has impacted the overall schools success for the 2023-2024 school year. In addition, current data reflects that 46% of staff had 10 or more days absent during the 23-24 school year. This data is concerning in that if instructional staff are missing an excessive amount of days then students are also missing instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student attendance will improve by showing a decrease in unexcused absences in the category of 16 to 30 days as evidenced by daily attendance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

If we successfully implement strategies, then student daily attendance will increase and the number of unexcused absences in the category of 16-30 days will decrease. The homeroom teachers will monitor the student attendance daily and work closely with 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. Positive reinforcement activities will be implemented throughout the school year.

Person responsible for monitoring outcome

Ora Whitehead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:**Action Step #1**

Truancy Interventionist

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An hourly Truancy Interventionist will be hired to assist with documentation of excessive absences, implementation of phone calls home and assisting with setting up truancy meetings for those students who have excessive absences.

Action Step #2

Positive Slogans

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Positive slogans related to attendance 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.

Action Step #3

Referrals

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #4

Weekly incentives

Person Monitoring:

Ora Whitehead

By When/Frequency:

8/12/2024-9/29/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive tangible or edible reinforcements for weekly and monthly perfect attendance. As a result, student attendance will improve.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

<https://rok.educationalcenter.net>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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 ELA and Mathematics to help students improve their reading and mathematical skills. We are also continuing 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

EESAC meetings are held monthly to discuss and review the School Improvement Plan implementation and monitor progress with stakeholders. In addition, faculty and departmental meetings are held biweekly and Team Meetings are held twice a week to discuss and monitor student progress as it relates to the goals in the School Improvement Plan. At these meetings stakeholders are given the opportunity to discuss strategies and make recommendations for improvement and or enhancement as it relates to the various resources that are available to our teachers and students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.4	25,220.04
<i>Increase comprehension and fluency during pull out differentiated groupings. 1 Hourly Interventionist 25 hours a week X 30.00 hour (750.00) x 33.627 weeks = 25,220.04</i>					
Areas of Focus	Instructional Practice - Math	5200/	UNISIG	0.0	5,474.00
<i>Intercession Review/Analyzing Data (hourly) - 5 classroom teachers (middle/high Reading and Math and Science) (June 2025) 5 Team Members X \$35 hour x 5 hours = 875 x 5 days \$4,375</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.9	5,250.00
<i>Intercession Review/Analyzing Data (hourly) - 5 Classroom teacher (June 2025) 5 X \$35 hour x 5 hours = 875 x 6 days = \$5,250</i>					
Areas of Focus	Instructional Practice - Math	5100/643	UNISIG	0.0	8,565.00
<i>Capitalized Computer Hardware: Utilize latest technology teaching tools to enhance math lessons. Promethean Active panel - 3 x 2,480 = 7,440 (+) mobile stand 3 X 375 = 1,125 = 8,565</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	816.98
<i>Add signage and basic materials to the Media Center to increase and motivate students to utilize library and check out books. Demco Dewey End Panel Sign Set = (1) @ \$74.99 Demco Bookshelf Dividers Dewey with Graphic Set = (1) @ \$135.00 Demco Bookshelf Signs 10 X 16.99 = 169.00 Reflective Outdoor Library Logo Sign = 1 X 60.99 Demco Freestanding READ PVC Letters = Book Pattern (10 1/2x1") = \$119.00 Demco Flagship Read Your Heart Out Carpet (76WX5D) 129.00 x 2 = \$258</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African	5100/210	UNISIG	0.0	3,761.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)				
<i>Retirement for Classroom Teachers</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/220	UNISIG	0.0	1, 930.00
<i>FICA For Classroom Teachers</i>					
Areas of Focus	Instructional Practice - Math <i>Incorporate STEAM Activities into our curriculum to maintain and improve upon the 2024 STEAM Silver Designation by implementing VEX IQ Robotics in middle school. VEX IQ Small classroom Bundle sku#:228-7755 (2,599.00)</i>	5100/648	UNISIG	0.0	2, 599.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/210	UNISIG	0.0	783.00
<i>Retirement for Classroom Teachers</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/519	UNISIG	0.0	1, 801.10
<i>Brother Genuine TN660 ink single pack \$37.99 X20 = 758.00 Brother Genuine TN450 Ink Single Pack \$57.95 X18 = 1,043.10</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged	5100/220	UNISIG	0.0	402.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>FICA For Classroom Teachers</i>					
	Students (FRL)				
	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/240	UNISIG	0.0	694.00
Areas of Focus					
<i>Workers Compensation for Classroom Teachers</i>					
	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/240	UNISIG	0.0	144.00
Areas of Focus					
<i>Workers Compensation for Classroom Teachers</i>					
Areas of Focus	Instructional Practice - Math	5100/519	UNISIG	0.0	657.96
<i>Utilize technology to print lessons, infographics, posters etc. for STEAM activities Epson EcoTank ET-2850 Cartridge Free Supertank Wireless Inkjet Color printer 2 x 269.99 = 539.98, Epson 502 Ink Bottles pack of 4, 58.99 X 2 = 117.98 = 657.96</i>					
Areas of Focus	Instructional Practice - Math	5100/210	UNISIG	0.0	652.00
<i>Retirement for Classroom Teachers</i>					
Areas of Focus	Instructional Practice - Math	5100 /220	UNISIG	0.0	335.00
<i>FICA for Classroom Teachers</i>					
Areas of Focus	Instructional Practice - Math	5100/240	UNISIG	0.0	120.00
<i>Workers Compensation for Classroom Teachers</i>					
	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	576.30
Areas of Focus					
<i>Utilize novels (middle school) to motivate students to have a love of reading, increase fluency and comprehension. "The One and Only Ivan" By Kristina Applegate - Amazon 30 X \$19.21 = 576.30</i>					
Areas of Focus	Instructional Practice - Math	5100/649	UNISIG	0.0	1,418.00
<i>Incorporate STEAM Activities into our curriculum to maintain and improve upon the 2024</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
STEAM Silver Designation by implementing VEX IQ Robotics in middle school. VEX Small Classroom Cart sku#: 254-8345 (\$419) + one year license VEX PD+ sku#: 210-8353 (\$999)					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	321.93
	Office Supplies: Multi Use Print and Copy Paper - \$45.99 x 7 = 321.93 For classroom teachers				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK) - Hispanic Students (HSP) - Economically Disadvantaged Students (FRL)	5100/649	UNISIG	0.0	2,653.80
	Utilize Document Cameras in core classrooms to assist with strategies relating to students' IEPs and to assist with working remotely with students who may be hospitalized short term to keep continuity of instruction. IPEVO V4K Pro Ultra High Definition 8 MP USB Document camera with Ai-Enhanced Mic Bundle 15 X 159.93 = 2,399.95 2 year warranty 16.99 X 15 = 254.85 Total = 2,653.80				
Total	Areas of Focus				64,175.11
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/510	UNISIG	0.0	360.95
	To increase positive behavior and recognize students daily/weekly who achieve 100 points on the daily point sheet Amazon POEN (120) Motivational Silicone Bracelets Amazon 26.99 x 5= 134.95 Amazon (Reading Rewards) Motivational Bulk Bookmarks" clip over the page 29.95 x 5 = 149.75 Amazon Positive Affirmation Cards 15.25 x 5 = \$76.25				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/510	UNISIG	0.0	467.40
	Professional development/book study (teachers/student services) staff can voluntarily participate in a book study to increase student engagement and effective classroom management strategies: "Motivating students who Don't Care by Allen Mendler 20 copies x \$23.37 = 467.40				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6150/643	UNISIG	0.0	2,799.99

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Increase parental awareness, involvement and engagement by utilizing a Digital Kiosk in the main office to display important messages and information. Display/s2go 55" LCD Touch Screen Display, Android 11 IOS, 10pt 1r Touch, Wall Mount Black = \$2,799.99</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/210	UNISIG	0.0	927.00
<i>Retirement for Social Worker and Psychologist</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6150/510	UNISIG	0.0	220.00
<i>Increase parent engagement Parent brochures/literature duplicating expenses</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/240	UNISIG	0.0	337.00
<i>Workers Compensation for Other Certified Personnel</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/120	UNISIG	0.0	5,000.00
<i>Professional development/book study (teachers/student services) staff can voluntarily participate in a book study to increase student engagement and effective classroom management strategies. Stipend for 2 hourly sessions for book review per month x3 hours months = w50 per participant x20 = 5,000</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/220	UNISIG	0.0	383.00
<i>FICA for Teacher Book Study</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/240	UNISIG	0.0	138.00
<i>Workers Compensation for Teacher Book Study</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6150/644	UNISIG	0.0	1,429.99
<i>Increase parental awareness involvement and engagement by utilizing a Digital Kiosk in the Main Office to display important messages and information. 3 year warranty + 199.99 Curved TV Wall Mount with Articulating Arm = 70.99 Wallboard Digital Signage SMS with Content Creation = 1,159.01</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/330	UNISIG	0.0	2,603.00
<i>Professional development for Administrative Team to continue to enhance their leadership skills to positively impact staff morale, student achievement and build capacity within teachers. Dade Association of Administrators Leadership Institute July 2025 Boca Raton Florida Registration 2 x 400 = 800 Hotel (The Boca Raton) 3 nights @ 275 night = 825 X x2 = 1,650 Mileage .675 x 60 miles roundtrip (40.50) x 2 = 81.00 Per Diem 36.00 per day x 2 = 72.00 2,603.00</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6130/510	UNISIG	0.0	1,382.37

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<p>Student services members will use the following book with ROK Girls (GEMS) to build self esteem and increase self love - "Self Love For Teenage Girls" By: Mentor Bucket (Amazon) 50 books x \$11.99 = \$599.50 purchase hygiene items (sanitary items, wipes) to assist with Teaching hygiene and self confidence to (middle and high school girls) students can use points earned in PBIS ROK Shop to purchase items: Medline Wash-up Cleansing Towellettes Case of 10 Boxes - 43.49 per box x 3 = 130.47, Rochester Midland Naturelle Maxi Pads w/ wings 88.49 (Carton 250) X 5 = 442.45, Hospesco Maxithins - (Carton of 250 pads) 41.99 x 5 = 209.95</p>					
Positive Culture and Environment	Student Attendance	6110/120	UNISIG	0.0	6, 125.00
Classroom Teachers: Hourly Interventionist to assist with attendance issues to provide higher attendance and build school morale.					
Positive Culture and Environment	Student Attendance	6110/210	UNISIG	0.0	913.00
Retirement for Classroom Teachers					
Positive Culture and Environment	Student Attendance	6110/220	UNISIG	0.0	469.00
FICA for Classroom Teachers					
Positive Culture and Environment	Student Attendance	6110/240	UNISIG	0.0	168.00
Workers Compensation					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/130	UNISIG	0.2	12, 250.00
Other Certified Personnel: Hourly PBIS Coach to work with at risk students, analyze behavioral data and create motivational activities for students. 1 Coach X 10 hours a week x 35 hour = 350.00 x 35 weeks = 12,250					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/210	UNISIG	0.0	1, 826.00
Retirement for Other Certified Personnel					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/220	UNISIG	0.0	937.00
FICA for Other Certified Personnel					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/648	UNISIG	0.0	2, 100.00
Tech-Related Cap Equipment: Utilize Virtual Reality glasses to enhance learning in science classes. Meta Quest 2 - Advanced All in One Virtual Reality Headset 128 GB 350.00 X 6 headsets = 2100					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/330	UNISIG	0.0	1, 756.78
Travel Out of County - Travel for professional development to increase knowledge of skills and strategies to work with trauma informed, at risk students. Innovative Schools summit Orlando, FL March 20-23, 2025 for the School Principal. Registration 1 (summit) x 550, Per Diem (36					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
daily) x3 days = 108.00, (Mileage) .67 X 534 miles (round trip) = \$357.78 (Hotel) 247.00 night X 3 nights =741.00 Total = 1,756.78					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/	UNISIG	0.0	1, 427.00
Middle School Reading Teacher will utilize the latest technology trend to review/analyze data and communicate with leadership team and other classroom teachers regarding student data.. 1 Microsoft Surface Pro 9 Tablet (999.00) + 2 year warranty (149.00) + keyboard and pen (247.00) = 1427.00					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/130	UNISIG	0.1	5, 530.00
Student Services Member will hold monthly workshop/meetings via zoom to increase parent engagement and awareness of mental health 1 hour monthly x 35.00 hour X 8 months = 280.00 Parent assistance via phone calls zoom or in person visits by school social worker and or psychologists. 5 hours weekly x 35 hour = 175.00 x 30 weeks = 5250					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/220	UNISIG	0.0	476.00
FICA for Social Workers and Psychologists					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/240	UNISIG	0.0	171.00
Workers Compensation for Psychologists and Social workers					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6100/130	UNISIG	0.0	4, 375.00
Student Services Member will provide monthly workshops to increase parent engagement 1 hour monthly X 35.00 hour x 8 months = \$280.00 Student Service Member (Social Worker and/or Psychologist) will provide parental assistance via phone calls home, zoom or in person visits 5 hours weekly x \$35 hour = \$175 x 25 weeks= 4,375					
Total	Positive Culture and Environment				54, 572.48
Plan Budget Total					118, 747.59