

Miami-Dade County Public Schools

# Robert Renick Education Center



2015-16 School Improvement Plan

## Robert Renick Education Center

2201 NW 207TH ST, Opa Locka, FL 33056

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	96%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
Yes	No	100%

### School Grades History

<b>Year</b>	<b>2011-12</b>
<b>Grade</b>	F

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>39</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>42</b>
Professional Development Opportunities	43
Technical Assistance Items	45
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Robert Renick Educational Center provides students with access to research-based curriculum delivered through a variety of teaching practices, which is infused with technology. RREC infuses therapeutic strategies into all aspects of the school to insure that the needs of its students are being met both academically and emotionally.

##### Provide the school's vision statement

Robert Renick Educational Center (RREC) is a school for students with emotional/behavioral disabilities that strives to encompass the needs of the whole child by offering an integrated educational and therapeutic approach to our students and their families.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Robert Renick Educational Center is a specialized center for students with emotional/behavioral disabilities (EBD). Our school offers an integrated educational and therapeutic approach through collaborative treatment planning. This multidisciplinary approach requires structure and sensitivity to the multiple needs of our EBD students and their families. We infuse a parent share program quarterly (You R Not Alone); in which a bridge is built to create an environment for parents, students, and teachers to learn about the various cultures and issues that may be pertinent to the child's academic process and emotional needs. Our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use our monthly newsletters in order to maintain constant contact and bridge the gap between home and school. This newsletter will also provide parents with helpful hints on supporting their children within the educational setting. The continued support between faculty and parents will ensure positive relationships.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Robert Renick infuses a clear systematic approach for the arrival and dismissal of our students. All of our students are escorted with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. School security is available to anyone entering the school which in turn provides safe school climate. The staff and leadership team is always visible and available which allows the students to feel safe. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. All security and leadership members are equipped with radios for continuous communication. These procedures provide our students with an environment where they feel valued, appreciated, and respected.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

We are a PBS school. Our behavioral system is used school wide and extends into the classrooms, cafeteria, and bus. All classroom teachers follow a point and level system. Teachers reward points each period based on the students' behavior and academic task completion. Every students' point sheet is based on their IEP goals. These behaviors that are monitored are also consistent with the students behavioral intervention plan, and is revisited on a monthly basis for modification if needed. Utilizing this level system by defining clear expectations at the onset of the school year allows us to minimize distractions and keep students engaged during instruction. The PBS team has established clear protocols for students that are in need of a disciplinary action. A tiered system helps teachers, counselors, and administration determine the appropriate intervention necessary to deescalate situations that may arise. Every staff member is trained in Safe Crisis management to ensure the safety of our students as well as the staff.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Robert Renick Educational Center provides students with a plethora of services by a strong team of teachers as well as a team of highly skilled psychologists, clinical social workers, a counselor, an art therapist and a school nurse to address student needs that, although are not academic in nature, have a strong impact on student achievement. These services include individual counseling, group counseling, family consultations and support, daily developmental group activities, guidance activities, crisis interventions, academic advisement, art therapy, career/vocational counseling, assistance of a school nurse to aid students in the administration and/or dispensing of prescribed medication.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The dominant early warning indicators at Robert Renick are; Attendance below 90 percent, One or more suspensions, and Receiving a score of a Level 1 on statewide standardized assessments in English Language Arts or Mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator, due to the amount of students missing quality instruction when they are not in class. Scoring a Level 1 on the statewide standardized assessments in English Language Arts or Mathematics is also a early warning indicator due to the number of students who are working below grade level in one or more of the core subjects.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level										Total
	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	5	4	11	5	11	10	4	8	8	68
One or more suspensions	0	0	0	3	2	1	1	5	3	1	16
Course failure in ELA or Math	0	0	6	2	15	7	2	3	1	3	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level									Total
	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	10	16	22	19	13	12	12	12	12	116

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In an effort support attendance, students are afforded with the opportunity to enjoy free breakfast. We have adopted the fruit and vegetable program, which enables our students to receive fruits and vegetable snacks multiple times per week. Students are afforded with the opportunity to be a part of the monthly PBS activities, in an effort to support positive behavior and minimize suspensions.

Every day during the morning announcements students have the opportunity to be recognized for accomplishing 100 point days and level movements. This initiative provides students with the opportunity to be recognized for their actions on a school-wide level. Teachers have the opportunity to request support from the counselors, and/ or leadership team in an effort to modify behaviors that may be affecting attendance as well as hindering academic improvement. This enables staff members to collaborate on an individual students goals and behavioral needs. RREC will implement a CALM AREA in the behavioral center, as another intervention strategy to support student behavior. To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing an extra hour of reading instruction for all grade levels. Our staff will be trained on INSIDE, READ180, and Edge programs and will be expected to use all elements of the framework in every lesson. Students who are on the Access Points /Diploma Option track will be using the I-Ready computer based program to supplement and support them on their core reading and math instruction.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198507>.

### **Description**

A PIP has been uploaded for this school or district - see the link above.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our Dade Partners is the springboard to building and sustaining partnerships with the local community. Through these partnerships, Robert Renick is able to secure and utilize resources to support the school and student achievement. Our school based representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Walmart, Sunlife Stadium, Calder, and Popeyes.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

<b>Name</b>	<b>Title</b>
Covin Fredrik, Paulette	Principal
	Assistant Principal

#### **Duties**

#### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal-Paulette Covin-Fredrik and Asst. Principal-Terrance Gibson- will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving on all Tiers.

Program Specialist/ Eleanor Humphrey-collection/monitor data chats

Team Leaders/ Dr. Vanessa Stewart, John Walker, and Joy Jackson- facilitate team meetings/relate immediate feedback and pertinent information to grade level team members.

Staffing Specialist/ Dr. Vanessa Stewart ensures that effective academic goals and PEN's are written on a student's IEP that coincide with areas of deficiency.

#### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS/RTI Leadership Team will meet with interdisciplinary team leaders on a monthly basis focusing on various components that will provide an ongoing comprehensive progress monitoring plan. These components include benchmark

assessments, data analysis, strategic monitoring, and progress monitoring, differentiated instruction, problem solving and progress monitoring.

\*Title I, Part A ,Robert Renick Educational Center provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

\* Title I, Part C Migrant- The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

\* Title I, Part D-

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

\* Title II -

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

\* Title III-

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign

born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

\* Title VI, Part B-

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students

receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment,

attendance, and transportation of homeless students. All schools are eligible to receive services and will

do so upon identification and classification of a student as homeless.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is

provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

- The District Homeless Student Liaison continues to participate in community organization meetings and

task forces as it relates to homeless children and youth.

- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

\* Supplemental Academic Instruction (SAI)

RREC will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEPP) allocation.

\* Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

•Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress,

suicide, isolation, family violence, and other crises.

\* Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

\* CTE

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available

and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school

and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready

to Work and other industry certifications.

\* Job Training-

N/A

\* OtherHealth Connect in Our Schools

•Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

•Teams at designated school sites are staffed by a School Social Worker (shared between schools), a

Nurse (shared between schools) and a full-time Health Aide.

•HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance

and a medical home, and provides care for students who are not eligible for other services.

•HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

•HCiOS enhances the health education activities provided by the schools and by the health department.

•HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality

school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

N/A

Miami Lighthouse / Heiken Children's Vision Program

N/A

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Joy Jackson	Teacher
Delores Hayes	Education Support Employee
Paulette Covin Fredrik	Principal
Terrance Gibson	Principal
Eleanor Humphrey	Teacher
Scherita Wrentz	Teacher
Laura Berenguer	Teacher
Randi Stuback	Teacher
Howard Wilson	Teacher
Vanessa Stewart	Teacher
Thomas Sippio	Teacher
Joanna Matthews-Pace	Teacher
Marlon Joseph	Education Support Employee
	Student
Ayanna Colon	Parent
Sheena Merritt-Smith	Parent
Nora Cotton-Smith	Parent
Melissa Souffrant	Student
Leticia Walker	Business/Community
Calvin Hayes	Business/Community
Demetrius Walton	Business/Community
Catherine Mitchell	Business/Community
Felecia Faust	Business/Community
David Jefferson	Teacher

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2015 FSA state assessment results to determine an evaluation of its goals and effectiveness.

*Development of this school improvement plan*

Robert Renick Educational Center utilizes a collaborative model of decision-making that includes representation from all its stakeholders to serve as members on its Educational Excellence School Advisory Council (EESAC). Through use of this council, recommendations and decisions are made regarding programs to enhance teacher training and student remediation. Through use of EESAC funds, incentives have been provided to encourage student success in academics and attendance. The EESAC assists in the preparation and evaluation of the school improvement plan by reviewing student data and assisting the administration in setting goals for the school year. They also assist with the school's annual budget in an advisory capacity to determine the best way funds can be utilized to support the academic programs at the school.

*Preparation of the school's annual budget and plan*

In the spring, the projected school budget for the 2015-2016 school year was shared with the SAC and input was collected. During the September 2015 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Robert Renick allocated SAC funds for the following activities:

- \* FCAT T-Shirts- projected cost \$300.00
  - \* Busch Gardens- projected cost \$2600.00
  - \* Dave and Busters- projected cost \$ 1600.00
- Total- \$4500.00

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Covin Fredrik, Paulette	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text, as well as vocabulary enrichment. All instructional staff will implement and participate in Professional Development to ensure that reading and mathematics strategies/vocabulary enrichment are implemented with fidelity. In addition, departmental meetings meetings will be time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

A variety of strategies are used to encourage positive working relationships between teachers at Robert Renick. Core teachers are grouped to conduct lesson studies to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the Lesson study. We also hold monthly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Early release days. During team meetings our grade level teachers and paraprofessionals work together to practice and refine



implemented instructional strategies. Robert Renick supports new teachers through the Mentor/Mentee program. Mentees receive support throughout the school year from a veteran teacher and support personnel to ensure the fidelity of implemented strategies and programs

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and Universities, in addition to higher education institutions across the nation. The District also utilizes alternative methods to prepare career changers and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff at Robert Renick Educational Center are supported through collaboration between Professional Development and Human Resources.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Beginning Teacher Mentoring Program will follow the policies and procedures established by Miami-Dade County Public School's Instructional Performance Evaluation and Growth System (IPEGS). Each new teacher will be paired with a certified with a MINT certified site-based mentor. The Program Specialist and veteran teachers will monitor beginning teachers and provide assistance with methodology and pedagogy through the use of professional growth teams. Quality Professional Development workshops will be conducted to improve the quality of instruction during professional planning time and early release days for teachers. Collaborative planning time will be available for teachers to discuss and share best practices.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

RREC ensures its core instructional programs and materials are aligned to Florida's Standards during weekly departmental meetings. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The district based Learning Village, Pacing Guides, and the School-based Professional Development Services (PDS) are used to assist with the development of standards-based units. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

RREC uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given assessments in Reading, Math, Writing, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given monthly to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations.

Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The additional reading block for students achieving below grade level expectancies will also be used for reading interventions to assist students having difficulty attaining proficiency.

The leadership team and grade level members will meet monthly to review, discuss, and take action on

current student data. Instruction will be modified based on student data. Students who demonstrate proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who demonstrate a deficiency on a specific content focus area will be addressed in small groups and the instructional plan will be modified to address foundational learning targets.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Year

**Minutes added to school year:** 180

All students are scheduled to a technology time-slot on the various computer based programs, i.e. Read 180, Unique Learning, and I-Ready during ESY to provide an opportunity for enrichment. Students will also be afforded with the opportunity to experience project based learning through programs such as Gizmos, and Discovery Learning. Teachers will employ research based strategies to increase student achievement. Teachers will meet Bi-Weekly during planning time to share best practices, discuss data and student progression.

### **Strategy Rationale**

As a result, students will maintain learned competencies and overall reading proficiency will increase.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Covin Fredrik, Paulette, pr8151@dadeschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data progress reports are retrieved from District Interim reports, Read 180, Fair, Unique Learning, Gizmos and IReady on a monthly basis to determine the effectiveness of the strategies implemented. Mini-benchmark assessment are developed and analyzed, giving immediate feedback to teachers on student growth and progress towards proficiency in areas of deficiency.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All students are assessed using the I-Ready assessment. These tools are used to measure the progress of foundational reading skills. These assessments are completed within the first 20 days of school. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. The I-Ready assessment will be administered mid-year and at the end of the year in order to determine if students are making necessary learning gains. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the social development.

### **College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

All high school students are enrolled in a Vocational course of their choice. Academic courses are infused with curriculum to provide students with the opportunity to link vocational training with career interests. Students are afforded the opportunity to explore vocational interest through various community based instruction field trips. Every Friday all students are required to complete the school-wide career interest activity. Robert Renick will also implement Career Day, Job Fairs, and invite guest speakers from local industries to promote student career planning. Students are chosen to participate in Project Victory, which allows them to get on the job training during the school day to better prepare them for the work force. Students who are chosen to participate in Project Victory are assigned a job coach to ensure the success of their training experiences.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Students are given a career survey and planning form to assist with academic and academy selections. During the IEP meeting students' transition statements are used as a guiding force to promote course selection to ensure that course of study is personally meaningful to each individual.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

RREC is not accredited through the Southern Association of Colleges and Schools and cannot issue standard diplomas. Robert Renick Educational Center's percentages of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, and have completed a Dual Enrollment (DE) math course were all below the district averages. Many of these areas are below the state average, but Robert Renick Educational Center is focused on creating a greater emphasis on math preparedness. Students are offered applied and integrated courses in Careers that assist them in preparing for post-secondary studies. Project Victory and Project Search work in collaboration with our school's curriculum to offer career planning and work experience in a variety of fields that interest our students.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

RREC is not included on the analysis of the High School Feedback Report.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student achievement will increase when teachers apply rigorous standard-based, data-driven instruction.
- G2.** The academic achievement of individuals identified as Students At -Risk, will increase when the Early Warning System is implemented to provide support and intervention.
- G3.** Develop college and career ready students through enhanced STEM and CTE courses.
- G4.** SEE TITLE I PIP

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Student achievement will increase when teachers apply rigorous standard-based, data-driven instruction.** 1a

G070430

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	60.0
AMO Math - African American	60.0
AMO Math - ED	60.0
AMO Math - Hispanic	57.0
AMO Math - SWD	60.0
FAA Mathematics Achievement	
Math Gains	
Math Lowest 25% Gains	
AMO Reading - All Students	64.0
AMO Reading - African American	62.0
AMO Reading - ED	64.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	64.0
FAA Reading Proficiency	
ELA/Reading Gains	
Bio I EOC Pass	
FAA Science Proficiency	
FCAT 2.0 Science Proficiency	
CELLA Writing Proficiency	
FAA Writing Proficiency	
2+ Behavior Referrals	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	

**Resources Available to Support the Goal** 2

- Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, EOC Blueprints, Hess's Model for Webb's Depth of Knowledge, District Interim Assessments , MTSS, Program Specialist, Reading Coach, Promethean boards, and Smart Boards
- Calculators, Grade level desktop reference sheets, Rulers, Gizmos, Discovery Learning, Khan Academy, Math Manipulatives, and computer lab for virtual learning

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies.

**Plan to Monitor Progress Toward G1. 8**

The Leadership Team will disaggregate data derived from interim reports, implemented computer-based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

FSA, EOC, and District interim reports

**G2.** The academic achievement of individuals identified as Students At -Risk, will increase when the Early Warning System is implemented to provide support and intervention. 1a

G070431

**Targets Supported 1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	
2+ Behavior Referrals	
Truancy rate	

**Resources Available to Support the Goal 2**

- EWS data, PBS, and Point Store, Daily attendance bulletin

**Targeted Barriers to Achieving the Goal 3**

- Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County.

**Plan to Monitor Progress Toward G2. 8**

Monitor the achievement and behavioral levels for improvement.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Summative daily point sheet report, BIP, and assessment levels



**G3. Develop college and career ready students through enhanced STEM and CTE courses.** 1a

G070432

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	
Dropout Rate	
5-Year Grad Rate	
2+ Behavior Referrals	

**Resources Available to Support the Goal** 2

- District Pacing Guides, Computer lab, Greenhouse, Graphic machines, Electrical classroom, Science Project Boards, Science lab materials, Promethean Boards, Gizmos, and Fairchild Challenge

**Targeted Barriers to Achieving the Goal** 3

- The application of STEM skills are not applied within the classrooms

**Plan to Monitor Progress Toward G3.** 8

During departmental meetings the leadership team will review and discuss science related field trip logs, gizmos reports ,lesson plans, lab experiments, and displayed projects in the classrooms.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

FSA,FSAA,EOC.

**G4. SEE TITLE I PIP** 1a

G070433

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Student achievement will increase when teachers apply rigorous standard-based, data-driven instruction.

**1**

 G070430

**G1.B1** Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies. **2**

 B183456

**G1.B1.S1** Teachers will use Hess's Model for Webb's Depth of Knowledge to align instruction, learning, and assessment. **4**

 S195147

### Strategy Rationale

As a result low expectations will be eliminated, teacher practice improves, and student outcomes for both learning and living by advancing academic rigor increases.

### Action Step 1 **5**

The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Hess's Model for Webb's Depth of knowledge across all core content areas.

#### Person Responsible

Paulette Covin Fredrik

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Observation notes from classroom walk-throughs, informal, and formal assessments; lesson plan documentation, and student portfolios will display evidences of both staff and student growth.

### Action Step 2 5

Monitor lesson plans to ensure that subject terminology and higher order questioning are included within the instructional delivery.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

Effective Lesson Plans

### Action Step 3 5

During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Student work and lesson plans.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly walk through observations, lesson plans

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, and will display evidence of both staff and student growth.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Leadership Team will use collected data derived from interim reports, implemented computer-based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support.

### Person Responsible

Paulette Covin Fredrik

### Schedule

Monthly, from 8/24/2015 to 6/3/2016

### Evidence of Completion

assessment results and student classwork will display evidence of both staff and student growth.

**G1.B1.S2** Teachers will provide systematic and explicit instruction; teaching visual representation of functions and relationships, such as manipulatives, pictures, and graphs; providing peer-assisted instruction. 4

 S195148

### Strategy Rationale

As a result of differentiating instruction, student academic outcomes increases

## Action Step 1 5

The Leadership Team will coordinate a professional development calendar to include professional development on analyzing data for instructional purposes.

### Person Responsible

Paulette Covin Fredrik

### Schedule

Monthly, from 8/24/2015 to 6/3/2016

### Evidence of Completion

Observation notes from classroom walk-throughs, informal, and formal assessment; lesson plan documentation, and student portfolios will display evidences of both staff and student growth.

### Action Step 2 5

Monitor lesson plans to ensure that subject terminology, manipulatives, and visual examples are included the instructional delivery.

#### **Person Responsible**

Paulette Covin Fredrik

#### **Schedule**

Monthly, from 9/7/2015 to 6/3/2016

#### **Evidence of Completion**

During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.

### Action Step 3 5

Increase daily walkthroughs to monitor instructional delivery and student's response to inquiry. Adjustments will be made as needed.

#### **Person Responsible**

Paulette Covin Fredrik

#### **Schedule**

Monthly, from 9/7/2015 to 6/3/2016

#### **Evidence of Completion**

Student work and lesson plans.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly walk through observations, assessment data, and a formal observation using the DPGT Domains.

#### **Person Responsible**

Paulette Covin Fredrik

#### **Schedule**

Monthly, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, and student portfolios, and district's interim reports will display evidences of both staff and student growth.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

The Leadership Team will use collected data derived from interim reports, implemented computer-based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support. The team will then provide a focus for additional professional development on specific elements.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, district interim data, and student portfolios will display evidences of both staff and student growth.

**G2.** The academic achievement of individuals identified as Students At -Risk, will increase when the Early Warning System is implemented to provide support and intervention. 1

 G070431

**G2.B1** Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County. 2

 B183460

**G2.B1.S1** Robert Renick will target students who have accumulated 15 or more days within a 90 day period, and schedule parent conferences in an effort to increase attendance. 4

 S195150

**Strategy Rationale**

When students are in school to receive instruction, academic achievement increases.

**Action Step 1 5**

Identify students with 8 or more absences.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Attendance Bulletin

### Action Step 2 5

Schedule parent /student conference in an attempt to initiate an attendance contract

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Counselors' parent contact log

### Action Step 3 5

Complete a truancy packet targeting student attendance.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Completed truancy packet and daily overall attendance percentage

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance bulletin, truancy packets, and parent contact log will be reviewed.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Truancy Log Student Contract log Attendance Bulletin Parental Contact Log

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Attendance bulletin, truancy packets, and parent contact log, and CIS home visit log

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Monthly Attendance reports

**G2.B1.S2** Behavioral level system will be implemented to target behaviors that are in need of improvement. 4

 S195151

**Strategy Rationale**

When behavior decreases, academic achievement increases.

**Action Step 1** 5

Infuse positive behavioral support strategies to increase the exhibition of desired behaviors.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Students' daily point sheets



### Action Step 2 5

Collect daily data on students' behavior, concentrating on individual target goals and PEN's; which correlates to the student's BIP.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Students' daily point sheet

### Action Step 3 5

Afford students with the opportunity to engage in pbs activities when target goal and PEN's have been accomplished.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Students' BIP plotted sheets, daily point sheets, students' summative tally sheet

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

During walk-throughs leadership team will monitor and review student point sheets and monthly tally sheets.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Student point sheets, Monthly tally sheets

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Leadership team will review the activity log and level movement sheets.

**Person Responsible**

Paulette Covin Fredrik


**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

PBS activity log, BIP plotted sheets

**G2.B1.S3** READ180/System 44 will be implemented for students who are achieving at level 1. 4

 S195152

**Strategy Rationale**

Differentiated instruction will increase the achievement levels of students.

**Action Step 1** 5

Identify students who are achieving at level 1 and Infuse the Push-in instructional model.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Assessment scores ,Reading coach schedule

**Action Step 2** 5

Reading coach will assist classroom teachers in the implementation of READ180/System44 and various instructional strategies in order to increase student academic success

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Reading coach student activity log and schedule.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

leadership team will retrieve growth reports derived from Read180.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

READ180/System44 reports, student classwork, and reading coach activity log.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

During leadership meetings, observations of walk-throughs and classroom snapshots will be discussed. Adjustments will be made if needed.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

READ180 reports, student classwork, and reading coach intervention log

**G3. Develop college and career ready students through enhanced STEM and CTE courses. 1**

G070432

**G3.B1 The application of STEM skills are not applied within the classrooms 2**

B183462

**G3.B1.S1 All teachers will integrate time for project-based learning and in-class intervention. 4**

S195154

**Strategy Rationale**

As student inquiry and project based participation increases, the depth of knowledge and achievement rises.

**Action Step 1 5**

Leadership team will coordinate professional development on STEM using power-point from District's Science website.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Observation notes from classroom walk- throughs, displayed projects, lesson plan documentation, and student portfolios.

**Action Step 2 5**

Provide teachers with hands on activities and experiments to infuse within the classroom.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

lesson plans, lab logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Science related field trip logs, gizmos reports ,lesson plans lab experiments, displayed projects within the classrooms will be observed during walk-throughs.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Students' science and math projects, Fairchild Challenge and Youth Fair Exposition entries.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Science related field trip logs, gizmos reports, lesson plans lab experiments, displayed projects within the classrooms will be observed and analyzed.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

***Evidence of Completion***

Student classwork, Science and Math Projects, Fairchild Challenge and Youth Fair Exposition entries.

**G3.B1.S2** Teachers will infuse curricula, instruction, and assessments that are linked to the business community in ways that will promote real-world experiences. 4

 S195155

### Strategy Rationale

When students are afforded the opportunity to heighten their awareness, and technical exploration, it enables them to prepare for an array of promising careers.

### Action Step 1 5

Administration will meet with the leadership team to discuss available resources and instructional curricula to be distributed to teachers.

#### Person Responsible

Paulette Covin Fredrik

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Meeting sign-in sheet, agenda, and minutes.

### Action Step 2 5

Leadership team will provide teachers with a framework of information including instructional activities, field trips, Project Victory, business partners within the community, and post-secondary options for success of students.

#### Person Responsible

Paulette Covin Fredrik

#### Schedule

On 6/3/2016

#### Evidence of Completion

Lesson plans, student classwork, field trip rosters, visitation logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

During classroom snapshots, instructional curricula, student classwork, and classroom activities will be viewed.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, fieldtrip activity logs, guest speaker logs, and student portfolios.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Leadership team will review and discuss field trip logs, community activities, student classwork, and Project Victory participation log.

**Person Responsible**

Paulette Covin Fredrik

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, field trip request forms, visitation logs, and Project Victory logs.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Hess's Model for Webb's Depth of knowledge across all core content areas.	Covin Fredrik, Paulette	8/24/2015	Observation notes from classroom walk-throughs, informal, and formal assessments; lesson plan documentation, and student portfolios will display evidences of both staff and student growth.	6/3/2016 monthly
G1.B1.S2.A1	The Leadership Team will coordinate a professional development calendar to include professional development on analyzing data for instructional purposes.	Covin Fredrik, Paulette	8/24/2015	Observation notes from classroom walk-throughs, informal, and formal assessment; lesson plan documentation, and student portfolios will display evidences of both staff and student growth.	6/3/2016 monthly
G2.B1.S1.A1	Identify students with 8 or more absences.	Covin Fredrik, Paulette	8/24/2015	Attendance Bulletin	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Infuse positive behavioral support strategies to increase the exhibition of desired behaviors.	Covin Fredrik, Paulette	8/24/2015	Students' daily point sheets	6/3/2016 daily
G2.B1.S3.A1	Identify students who are achieving at level 1 and Infuse the Push-in instructional model.	Covin Fredrik, Paulette	8/24/2015	Assessment scores ,Reading coach schedule	6/3/2016 monthly
G3.B1.S1.A1	Leadership team will coordinate professional development on STEM using power-point from District's Science website.	Covin Fredrik, Paulette	8/24/2015	Observation notes from classroom walk-throughs, displayed projects,lesson plan documentation, and student portfolios.	6/3/2016 monthly
G3.B1.S2.A1	Administration will meet with the leadership team to discuss available resources and instructional curricula to be distributed to teachers.	Covin Fredrik, Paulette	8/24/2015	Meeting sign-in sheet, agenda, and minutes.	6/3/2016 monthly
G1.B1.S1.A2	Monitor lesson plans to ensure that subject terminology and higher order questioning are included within the instructional delivery.	Covin Fredrik, Paulette	9/14/2015	Effective Lesson Plans	6/3/2016 monthly
G1.B1.S2.A2	Monitor lesson plans to ensure that subject terminology, manipulatives, and visual examples are included the instructional delivery.	Covin Fredrik, Paulette	9/7/2015	During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.	6/3/2016 monthly
G2.B1.S1.A2	Schedule parent /student conference in an attempt to initiate an attendance contract	Covin Fredrik, Paulette	8/24/2015	Counselors' parent contact log	6/3/2016 monthly
G2.B1.S2.A2	Collect daily data on students' behavior, concentrating on individual target goals and PEN's; which correlates to the student's BIP.	Covin Fredrik, Paulette	8/24/2015	Students' daily point sheet	6/3/2016 daily
G2.B1.S3.A2	Reading coach will assist classroom teachers in the implementation of READ180/System44 and various instructional strategies in order to increase student academic success	Covin Fredrik, Paulette	8/24/2015	Reading coach student activity log and schedule.	6/3/2016 daily
G3.B1.S1.A2	Provide teachers with hands on activities and experiments to infuse within the classroom.	Covin Fredrik, Paulette	8/24/2015	lesson plans, lab logs	6/3/2016 monthly
G3.B1.S2.A2	Leadership team will provide teachers with a framework of information including instructional activities, field trips, Project Victory, business partners within the community, and post-secondary options for success of students.	Covin Fredrik, Paulette	8/24/2015	Lesson plans, student classwork, field trip rosters, visitation logs	6/3/2016 one-time
G1.B1.S1.A3	During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.	Covin Fredrik, Paulette	10/5/2015	Student work and lesson plans.	6/3/2016 monthly
G1.B1.S2.A3	Increase daily walkthroughs to monitor instructional delivery and student's response to inquiry. Adjustments will be made as needed.	Covin Fredrik, Paulette	9/7/2015	Student work and lesson plans.	6/3/2016 monthly
G2.B1.S1.A3	Complete a truancy packet targeting student attendance.	Covin Fredrik, Paulette	8/24/2015	Completed truancy packet and daily overall attendance percentage	6/3/2016 monthly
G2.B1.S2.A3	Afford students with the opportunity to engage in pbs activities when target goal and PEN's have been accomplished.	Covin Fredrik, Paulette	8/24/2015	Students' BIP plotted sheets, daily point sheets, students' summative tally sheet	6/3/2016 quarterly
G1.MA1	The Leadership Team will disaggregate data derived from interim reports,	Covin Fredrik, Paulette	9/7/2015	FSA, EOC, and District interim reports	6/3/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implemented computer- based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support.				
G1.B1.S1.MA1	The Leadership Team will use collected data derived from interim reports, implemented computer- based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support.	Covin Fredrik, Paulette	8/24/2015	assessment results and student classwork will display evidence of both staff and student growth.	6/3/2016 monthly
G1.B1.S1.MA1	Weekly walk through observations, lesson plans	Covin Fredrik, Paulette	8/24/2015	Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, and will display evidence of both staff and student growth.	6/3/2016 monthly
G1.B1.S2.MA1	The Leadership Team will use collected data derived from interim reports, implemented computer- based programs and classroom observation notes to determine which areas of applying rigor within the instruction are in need the most support. The team will then provide a focus for additional professional development on specific elements.	Covin Fredrik, Paulette	8/24/2015	Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, district interim data, and student portfolios will display evidences of both staff and student growth.	6/3/2016 monthly
G1.B1.S2.MA1	Weekly walk through observations, assessment data, and a formal observation using the DPGT Domains.	Covin Fredrik, Paulette	8/24/2015	Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, and student portfolios, and district's interim reports will display evidences of both staff and student growth.	6/3/2016 monthly
G2.MA1	Monitor the achievement and behavioral levels for improvement.	Covin Fredrik, Paulette	8/24/2015	Summative daily point sheet report, BIP, and assessment levels	6/3/2016 monthly
G2.B1.S1.MA1	Attendance bulletin, truancy packets, and parent contact log, and CIS home visit log	Covin Fredrik, Paulette	8/24/2015	Monthly Attendance reports	6/3/2016 monthly
G2.B1.S1.MA1	Attendance bulletin, truancy packets, and parent contact log will be reviewed.	Covin Fredrik, Paulette	8/24/2015	Truancy Log Student Contract log Attendance Bulletin Parental Contact Log	6/3/2016 weekly
G2.B1.S2.MA1	Leadership team will review the activity log and level movement sheets.	Covin Fredrik, Paulette	8/24/2015	PBS activity log, BIP plotted sheets	6/3/2016 monthly
G2.B1.S2.MA1	During walk-throughs leadership team will monitor and review student point sheets and monthly tally sheets.	Covin Fredrik, Paulette	8/24/2015	Student point sheets, Monthly tally sheets	6/3/2016 monthly
G2.B1.S3.MA1	During leadership meetings, observations of walk-throughs and classroom snapshots will be discussed. Adjustments will be made if needed.	Covin Fredrik, Paulette	8/24/2015	READ180 reports, student classwork, and reading coach intervention log	6/3/2016 monthly
G2.B1.S3.MA1	leadership team will retrieve growth reports derived from Read180.	Covin Fredrik, Paulette	8/24/2015	READ180/System44 reports, student classwork, and reading coach activity log.	6/3/2016 monthly
G3.MA1	During departmental meetings the leadership team will review and discuss science related field trip logs, gizmos reports ,lesson plans, lab experiments, and displayed projects in the classrooms.	Covin Fredrik, Paulette	9/7/2015	FSA,FSAA,EOC.	6/3/2016 monthly
G3.B1.S1.MA1	Science related field trip logs, gizmos reports, lesson plans lab experiments,	Covin Fredrik, Paulette	9/7/2015	Student classwork, Science and Math Projects, Fairchild Challenge and Youth Fair Exposition entries.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	displayed projects within the classrooms will be observed and analyzed.				
G3.B1.S1.MA1	Science related field trip logs, gizmos reports ,lesson plans lab experiments, displayed projects within the classrooms will be observed during walk-throughs.	Covin Fredrik, Paulette	8/24/2015	Students' science and math projects, Fairchild Challenge and Youth Fair Exposition entries.	6/3/2016 monthly
G3.B1.S2.MA1	Leadership team will review and discuss field trip logs, community activities, student classwork, and Project Victory participation log.	Covin Fredrik, Paulette	8/24/2015	Lesson plans, field trip request forms, visitation logs, and Project Victory logs.	6/3/2016 monthly
G3.B1.S2.MA1	During classroom snapshots, instructional curricula, student classwork, and classroom activities will be viewed.	Covin Fredrik, Paulette	8/24/2015	Lesson plans,fieldtrip activity logs, guest speaker logs, and student portfolios.	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Student achievement will increase when teachers apply rigorous standard-based, data-driven instruction.

**G1.B1** Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies.

**G1.B1.S1** Teachers will use Hess's Model for Webb's Depth of Knowledge to align instruction, learning, and assessment.

### PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Hess's Model for Webb's Depth of knowledge across all core content areas.

#### Facilitator

Principal, Assistant Principal, and Program Specialist

#### Participants

All Teachers

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

**G1.B1.S2** Teachers will provide systematic and explicit instruction; teaching visual representation of functions and relationships, such as manipulatives, pictures, and graphs; providing peer-assisted instruction.

### PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on analyzing data for instructional purposes.

#### Facilitator

Program Specialist

#### Participants

All teachers

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

**G2.** The academic achievement of individuals identified as Students At -Risk, will increase when the Early Warning System is implemented to provide support and intervention.

**G2.B1** Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County.

**G2.B1.S2** Behavioral level system will be implemented to target behaviors that are in need of improvement.

**PD Opportunity 1**

Infuse positive behavioral support strategies to increase the exhibition of desired behaviors.

**Facilitator**

Dean of discipline

**Participants**

All teachers

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**G3.** Develop college and career ready students through enhanced STEM and CTE courses.

**G3.B1** The application of STEM skills are not applied within the classrooms

**G3.B1.S1** All teachers will integrate time for project-based learning and in-class intervention.

**PD Opportunity 1**

Leadership team will coordinate professional development on STEM using power-point from District's Science website.

**Facilitator**

Principal ,Assistant Principal, Program Specialist

**Participants**

All teachers

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G2.** The academic achievement of individuals identified as Students At -Risk, will increase when the Early Warning System is implemented to provide support and intervention.

**G2.B1** Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County.

**G2.B1.S3** READ180/System 44 will be implemented for students who are achieving at level 1.

### PD Opportunity 1

Reading coach will assist classroom teachers in the implementation of READ180/System44 and various instructional strategies in order to increase student academic success

**Facilitator**

District (READ180)

**Participants**

All secondary Language Arts teachers

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

## Budget

Budget Data						
1	G1.B1.S1.A1	The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Hess's Model for Webb's Depth of knowledge across all core content areas.				\$0.00
2	G1.B1.S1.A2	Monitor lesson plans to ensure that subject terminology and higher order questioning are included within the instructional delivery.				\$0.00
3	G1.B1.S1.A3	During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$500.00
<i>Notes: Notes</i>						
4	G1.B1.S2.A1	The Leadership Team will coordinate a professional development calendar to include professional development on analyzing data for instructional purposes.				\$0.00

## Budget Data

5	G1.B1.S2.A2	<b>Monitor lesson plans to ensure that subject terminology, manipulatives, and visual examples are included the instructional delivery.</b>				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$250.00
<i>Notes: Notes</i>						
6	G1.B1.S2.A3	<b>Increase daily walkthroughs to monitor instructional delivery and student's response to inquiry. Adjustments will be made as needed.</b>				<b>\$0.00</b>
7	G2.B1.S1.A1	<b>Identify students with 8 or more absences.</b>				<b>\$0.00</b>
8	G2.B1.S1.A2	<b>Schedule parent /student conference in an attempt to initiate an attendance contract</b>				<b>\$0.00</b>
9	G2.B1.S1.A3	<b>Complete a truancy packet targeting student attendance.</b>				<b>\$200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$200.00
<i>Notes: Notes</i>						
10	G2.B1.S2.A1	<b>Infuse positive behavioral support strategies to increase the exhibition of desired behaviors.</b>				<b>\$0.00</b>
11	G2.B1.S2.A2	<b>Collect daily data on students' behavior, concentrating on individual target goals and PEN's; which correlates to the student's BIP.</b>				<b>\$0.00</b>
12	G2.B1.S2.A3	<b>Afford students with the opportunity to engage in pbs activities when target goal and PEN's have been accomplished.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
<i>Notes: Notes</i>						
13	G2.B1.S3.A1	<b>Identify students who are achieving at level 1 and Infuse the Push-in instructional model.</b>				<b>\$0.00</b>
14	G2.B1.S3.A2	<b>Reading coach will assist classroom teachers in the implementation of READ180/System44 and various instructional strategies in order to increase student academic success</b>				<b>\$0.00</b>
15	G3.B1.S1.A1	<b>Leadership team will coordinate professional development on STEM using power-point from District's Science website.</b>				<b>\$0.00</b>
16	G3.B1.S1.A2	<b>Provide teachers with hands on activities and experiments to infuse within the classroom.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$300.00

<b>Budget Data</b>			
			<i>Notes: Notes</i>
<b>17</b>	<b>G3.B1.S2.A1</b>	<b>Administration will meet with the leadership team to discuss available resources and instructional curricula to be distributed to teachers.</b>	<b>\$0.00</b>
<b>18</b>	<b>G3.B1.S2.A2</b>	<b>Leadership team will provide teachers with a framework of information including instructional activities, field trips, Project Victory, business partners within the community, and post-secondary options for success of students.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$1,250.00</b>