

Miami-Dade County Public Schools

Robert Renick Educational Center



2016-17 Schoolwide Improvement Plan

Robert Renick Educational Center

2201 NW 207TH ST, Opa Locka, FL 33056

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	96%

School Grades History

Year	2011-12
Grade	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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Robert Renick Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. In an effort to create a genuine collaborative culture between our teachers, parents and students; we infuse a student/parent share program quarterly entitled (You R Not Alone); in which an opportunity is afforded for parents, students, and teachers to learn about the various resources and issues that may be pertinent to the child's safety, academic progress 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 daily monitoring progress notes and monthly newsletters in order to maintain constant contact and bridge the gap between home and school. The progress notes as well as the 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.

b. 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.

c. 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 Positive Behavioral Support 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. All of our students have been identified as Emotionally Behavioral Disordered which requires daily monitoring; as each of our students receive a point sheet/daily progress note which 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	6	8	1	4	2	3	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	3	1	0	6
Level 1 on statewide assessment	0	0	0	0	0	6	6	10	12	5	6	4	3	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	4	5	11	8	5	3	3	2	41

c. 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 our "Bring Your Parent to Breakfast" initiative. We have implemented the "Get Caught Doing Something Good" initiative; which affords students the opportunity to eat a special lunch with the administration. Also, students are afforded with the opportunity to take part in our monthly PBS (Positive Behavioral Support) activities such as: Field Day, Movie and Popcorn Friday, Ice Cream Social, and quarterly field trips; 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. Robert Renick has a CALM AREA located within our Behavioral Center, which is used for students who are in crisis as an 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/346464>.

2. Description

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

2. 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, Hard Rock Stadium, Calder, and Popeyes.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Guerra, Emirce	Principal
	Assistant Principal

b. Duties

1. 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 ensure that teachers are employing rigorous instruction throughout the day by completing walkthroughs to monitor lesson plans, instructional design, and pedagogy. During weekly team and departmental meetings, administration will rotate to facilitate, review issues and resources such as: Improving Instructional Design, Instructional Delivery Methods, Formative and Summative Assessments, as well as creating a learning environment that includes the various learning styles of the students enrolled at Robert Renick Educational Center.

Monthly Leadership meetings are scheduled and facilitated by the Principal and/or Assistant Pricipal to ensure the implementation of the District's mandated initiatives/programs, as well as the school's Action Steps. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and progress monitoring:

Program Specialist/ Eleanor Humphrey-collection/monitor data chats

Team Leaders/ Dr. Vanessa Stewart, Scherita Wrentz, 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.

2. 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. In addition to the school administrator(s), the school's Leadership Team will include the following members who will complete SIP planning and progress monitoring:

Program Specialist/ Eleanor Humphrey- Maintain inventory of school's resources, collect and analyze data as well as facilitate data chats. Team Leaders/ Dr. Vanessa Stewart (Elementary/ ESE Chairperson), Joy Jackson (Middle School/PBS-teacher) Scherita Wrentz (Test Chairperson, Science/ Math Department Chairperson, and High School Team Leader), Sandy Severin-Joseph (ELA / Social Science Chairperson) and Sue Perry (Student Services Chairperson); to facilitate weekly team meetings, relate immediate feedback and pertinent information to grade level team members. Staffing Specialist/ Dr. Vanessa Stewart also ensures that effective academic goals and PEN's are written on a student's IEP that coincide with areas of deficiency. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the in house school review sheet three times per year. The Administration Team will meet with school's leadership members on a monthly basis focusing on various components that will provide an ongoing comprehensive progress monitoring plan. These components include behavioral interventions, benchmark assessments, data analysis, strategic monitoring, and progress monitoring, differentiated instruction, and problem solving.

*Title I, Part A , Robert Renick Educational Center provides services to ensure students requiring additional remediation are assisted through extended learning opportunities through the ESY (extended school year) for students' as indicated on their Individualized Educational Plan. 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 Program Specialist and Dean of Discipline, serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The Counselor/School Social Worker 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 the school's Parent Involvement Plan (PIP – which is provided in three languages). The school's improvement process and the annual Title I Annual Parent Meeting is held at the beginning of the school year during Open House. 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 Program Specialist, 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 Robert Renick Ed. Center and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to our students with special needs such as :homeless, migrant, and neglected and delinquent students.

* Title I, Part C Migrant- Robert Renick does not have any migrant students enrolled at this time.

However, the school will provide services and support to migrant students and parents as they are enrolled. 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-

Counseling Services are coordinated by our clinicians for students who have excessive absences in alignment with the district Drop-out Prevention programs.

* Title II -

Robert Renick does not receive Title II funds for the 2016-2016 school year.

* Title III-

Robert Renick does not receive Title III funds for the 2016-2017 school year.

* Title VI, Part B-

- RREC incorporates the district approved the School Board Policy 5111.01 titled, Homeless Students as they

are enrolled at our school. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- Robert Renick Ed. Center Social workers reach out to the Homeless Assistance Program in an effort to

seek and 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.

- Robert Renick's Social Workers are 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

- Robert Renick Educational Center 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 enrolled at Robert Renick Ed. Center 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. 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

N/A

HIV/AIDS Curriculum: AIDS Get the Facts!

N/A

Miami Lighthouse / Heiken Children's Vision Program

N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Marlon Joseph	Education Support Employee
Cynthia Morley	Parent
Sheena Merritt-Smith	Parent
Nora Cotton-Smith	Parent
Catherine Mitchell	Business/Community
Felecia Faust	Business/Community
Lilianna Dixon	Student
Courtney Fortham	Student
Natasha Hollerman	Student
Renischka Bastian	Parent
Alia Lacey	Business/Community
Henrietta Pace	Business/Community

b. Duties

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

a. 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 2016 FSA and FSAA state assessment results to determine an evaluation of its goals and effectiveness.

b. 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 the 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. The council also assists 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.

c. Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting, updated budget information was shared and the SAC determined allocations for expenditures for instructional materials.

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

1. Student Materials- 300.00
2. Materials and resources for Professional Development- 250.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Guerra, Emirce	Principal
	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency on standards. The focus of the literacy team is 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 will include time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

D. Public and Collaborative Teaching

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

1. 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. 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

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

Robert Renick Ed. Center 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. Robert Renick Ed. Center also utilizes its relationship with local colleges to hire qualified teachers who have served as interns in this building, as annual status personnel in an effort to recruit and retain staff who are sensitive and knowledgeable to the culture of this school. 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.

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

The Beginning Teacher Mentoring Program follows the policies and procedures established by Miami-Dade County Public School's Instructional Performance Evaluation and Growth System (IPEGS). Each new teacher is paired with a certified with a MINT certified site-based mentor. The Program Specialist and veteran teachers monitor all 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. We use the district approved curriculum which is alligned to the Standards. RREC instructional teams also 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.

b. Instructional Strategies

1. 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 District Interim

Assessments

in Reading, Math, Social Science, 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, Topic and benchmark assessments will be given bi-monthly to track students' achievement relative to the standards-based learning goals. Small reading and math groups will be implemented to 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 and discuss current student data, making recommendations for instructional adjustments as needed. 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.

2. 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: 100

EBD students at Robert Renick Ed. Center may suffer severe losses of social, behavioral, communication, academic, or self-sufficiency skills during interruptions in instruction. Therefore, Robert Renick Ed. Center provides ESY services (20 days of instruction during the summer) to all students who are identified per their IEP and IDEA; the opportunity to maintain previously learned reading, math, and social skills. These skills are remediated during ESY through the use of various computer based programs, i.e. I-Ready, Unique Learning, and Teach Town to provide an opportunity for enrichment. Teachers employ research based strategies and differentiated instruction to increase student achievement.

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

Guerra, Emirce, 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 assessments are developed and analyzed, giving immediate feedback to teachers on student growth and progress towards proficiency in areas of deficiency.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students K-8 and Access track, not including students who are 9-12 standard diploma track 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 is be used to plan daily academic and social instruction for all students. Teachers determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction is provided by teachers. Each student is assigned to a counselor for individual social/behavioral support as needed in an effort to cope with transitions from one level to the next. Counselors attend weekly team meetings to ensure that counseling sessions are aligned to the individual. 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 also 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.

b. College and Career Readiness

1. 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. These partnerships provide our students with a plethora of life skill experiences, that will increase their career portfolios, employability and independent life skills.

2. 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.

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

Robert Renick affords interested students with the opportunity to enroll into the Domestic Wiring program. This program is a technical education partnership between Florida International University and Miami Dade County Public Schools. Upon successful completion of the required coursework, students may take the Florida State Certification Examination in Electrical Wiring. Students at Robert Renick are offered applied and integrated courses 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If teachers apply rigorous standard-based, data-driven instruction; then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers apply rigorous standard-based, data-driven instruction; then student achievement will increase. **1a**

G087863

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	60.0
FSA Mathematics Achievement	
Math Gains	
AMO Reading - All Students	69.0
FSA ELA Achievement	
U.S. History EOC Pass	
ELA/Reading Gains	
Bio I EOC Pass	
FSA Science Achievement	
FCAT 2.0 Science Proficiency	
Civics EOC Pass	
FAA Writing Proficiency	
2+ Behavior Referrals	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **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 facilitated Professional development, 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

Plan to Monitor Progress Toward G1. 8

The Leadership Team will meet to disaggregate data derived from interim reports, implemented computer- based programs and classroom observation notes to determine which areas are in need of additional instructional support.

Person Responsible

Emirce Guerra

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

FSA, EOC, and District MYA reports

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. If teachers apply rigorous standard-based, data-driven instruction; then student achievement will increase.

1

G087863

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

B233604

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

S246489

Strategy Rationale

As a result of implementation 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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 10/3/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

S246490

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 9/5/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 9/5/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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

Emirce Guerra

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M333187	The Leadership Team will meet to disaggregate data derived from interim reports, implemented...	Guerra, Emirce	9/5/2016	FSA, EOC, and District MYA reports	6/2/2017 monthly
G1.B1.S1.MA1 M333183	The Leadership Team will use collected data derived from interim reports, implemented computer-...	Guerra, Emirce	8/29/2016	assessment results and student classwork will display evidence of both staff and student growth.	6/2/2017 monthly
G1.B1.S1.MA1 M333184	Weekly walk through observations, lesson plans	Guerra, Emirce	8/29/2016	Observation data from walk- throughs, informal, and formal assessments; lesson plan documentation, and will display evidence of both staff and student growth.	6/2/2017 monthly
G1.B1.S1.A1 A319887	The Leadership Team will coordinate a professional development calendar to include professional...	Guerra, Emirce	8/29/2016	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.	6/2/2017 monthly
G1.B1.S1.A2 A319888	Monitor lesson plans to ensure that subject terminology and higher order questioning are included...	Guerra, Emirce	8/29/2016	Effective Lesson Plans	6/2/2017 monthly
G1.B1.S1.A3 A319889	During departmental meetings, teachers will discuss instructional strategies implemented, and...	Guerra, Emirce	10/3/2016	Student work and lesson plans.	6/2/2017 monthly
G1.B1.S2.MA1 M333185	The Leadership Team will use collected data derived from interim reports, implemented computer-...	Guerra, Emirce	8/29/2016	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.	6/2/2017 monthly
G1.B1.S2.MA1 M333186	Weekly walk through observations, assessment data, and a formal observation using the DPGT Domains.	Guerra, Emirce	8/29/2016	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.	6/2/2017 monthly
G1.B1.S2.A1 A319890	The Leadership Team will coordinate a professional development calendar to include professional...	Guerra, Emirce	8/29/2016	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.	6/2/2017 monthly
G1.B1.S2.A2 A319891	Monitor lesson plans to ensure that subject terminology, manipulatives, and visual examples are...	Guerra, Emirce	9/5/2016	During departmental meetings, teachers will discuss instructional strategies implemented, and student's response to the lesson. Adjustments will be made as needed.	6/2/2017 monthly
G1.B1.S2.A3 A319892	Increase daily walkthroughs to monitor instructional delivery and student's response to inquiry....	Guerra, Emirce	9/5/2016	Student work and lesson plans.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers apply rigorous standard-based, data-driven instruction; then student achievement will increase.

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 8/29/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

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.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	500-Materials and Supplies	8151 - Robert Renick Educational Center	General Fund		\$250.00
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.				\$0.00
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
5	G1.B1.S2.A2	Monitor lesson plans to ensure that subject terminology, manipulatives, and visual examples are included the instructional delivery.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	500-Materials and Supplies	8151 - Robert Renick Educational Center	General Fund		\$300.00
			<i>Notes: Notes</i>			
6	G1.B1.S2.A3	Increase daily walkthroughs to monitor instructional delivery and student's response to inquiry. Adjustments will be made as needed.				\$0.00
					Total:	\$550.00