Robert Renick Educational Center

2019-20 Schoolwide Improvement Plan

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Robert Renick Educational Center

2201 NW 207TH ST, Opa Locka, FL 33056

http://robertrenick.dadeschools.net/

Demographics

Principal: Aisha Marrero

Start Date for this Principal: 7/13/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year	2011-12
Grade	F

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Robert Renick Educational Center (RREC) 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 Leadership Team

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

Name	Title	Job Duties and Responsibilities
Guerra, Emirce	Principal	As the school's principal,Ms. Guerra provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Guerra establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Somoza, Nicole	Assistant Principal	Ms. Somoza works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development to meet faculty needs.
Guerra, Emirce	Teacher, K-12	As an instructor and grade level chair, Ms. Jackson acts as the liaison for his grade level and supports the implementation of the MTSS process.
Severin-joseph, Sandy	Teacher, ESE	As an instructor and grade level chair, Ms. Severin-Joseph acts as the liaison for his grade level and supports the implementation of the MTSS process.
Wrentz, Scherita	Teacher, ESE	As an instructor and grade level chair, Ms. Wrentz acts as the liaison for his grade level and supports the implementation of the MTSS process.
Humphrey, Eleanor	Other	As the program specialist, Ms. Humphrey provides on-site procedural and curricular assistance to all personnel with regard to the education of students with disabilities.
Hollerman, Natasha	Attendance/ Social Work	As the school's social worker, Ms. Hollerman is an integral part of the MTSS team that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. She provides support to individuals and small groups of students.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	2	3	5	6	2	10	7	6	3	14	58
Attendance below 90 percent	0	0	0	1	3	5	3	5	6	8	3	2	5	41
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	4	5	2	5	2	2	1	0	0	21

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
16

Date this data was collected or last updated
Tuesday 7/30/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	2 (0)	3 (0)	5 (0)	6 (0)	2 (0)	10 (0)	7 (0)	6 (0)	3 (0)	14 (0)	58 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	1 ()	3 ()	5 ()	3 ()	5 ()	6 ()	8 ()	3 ()	2 ()	5 ()	41 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	4 (0)	5 (0)	2 (0)	5 (0)	2 (0)	2 (0)	1 (0)	0 (0)	0 (0)	21 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	60%	-60%	58%	-58%
	2018	0%	61%	-61%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	64%	-64%	58%	-58%
	2018	0%	60%	-60%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	56%	-56%
	2018	0%	59%	-59%	55%	-55%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	58%	-58%	54%	-54%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	56%	-56%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	60%	-60%	56%	-56%
	2018	0%	59%	-59%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	55%	-55%	55%	-55%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	67%	-67%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	69%	-69%	64%	-64%
	2018	0%	68%	-68%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	65%	-65%	60%	-60%
	2018	0%	66%	-66%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	58%	-58%	55%	-55%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	53%	-53%	54%	-54%
	2018	0%	52%	-52%	54%	-54%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019	0%	40%	-40%	46%	-46%
	2018	0%	38%	-38%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	53%	-53%	53%	-53%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	43%	-43%	48%	-48%
	2018	0%	44%	-44%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	65%	-65%	65%	-65%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	71%	-71%
2018	0%	72%	-72%	71%	-71%
Compare	0%				
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	67%	-67%	68%	-68%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	59%	-59%	62%	-62%
Compare	0%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	54%	-54%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50		19	23		45				
BLK	35	50		20	27						
FRL	30	50		19	23		45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	154
Total Components for the Federal Index	5
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

According to the 2018–2019 School Climate Survey Feedback form from staff, 47% of teachers agree with the statement, "PD programs keep me informed of new educational strategies," as compared to the 2017-2018 survey where 85% agreed with the same statement, 20% difference. Robert Renick Educational Center is an ESE Center school and the district provides us with professional development sessions on No Opt professional development days. Thus, teachers are not afforded the opportunity to attend professional development sessions of their choice.

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

According to the 2018–2019 School Climate Survey Feedback form from students, 64% agree with the statement, "My teachers are friendly and easy to talk to," as compared to the 2017-2018 survey where 92% agreed with the same statement, 28% difference. Robert Renick Educational Center is an ESE Center school where all students enrolled have an emotional behavioral disability therefore being "easy to talk to" impacts students' success.

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

Robert Renick Educational Center is an ESE center school and receives a state rating. Per the Florida Department of Education's data, Robert Renick received a rating of maintaining for the 2018-2019 school year which was consistent with it's maintaining rating for the 2017-2018 school year

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

According to the 2018–2019 School Climate Survey Feedback form from staff, 30% of teachers agree with the statement that their ability to do their best possible job at this school is limited by a lack of concern/support from the Principal when compared to the 2017-2018 survey where 59 % agreed with the same statement, 29 percentage points difference. New actions will include promoting staff morale by having daily affirmations, monthly mantras, empowering teachers and increase in staff recognition.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance - 41 students were absent for 18 or more days during the 2018-2019 school year.

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

1. Positive Behavior Support
2. Data Driven Instruction, Empowering Teachers and Staff
3. Promoting Growth Mindset
4. Differentiated Instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	School Culture
Rationale	According to the 2018–2019 School Climate Survey Feedback form from students, 64% agree with the statement, "My teachers are friendly and easy to talk to," as compared to the 2017-2018 survey where 92% agreed with the same statement, 28 point decline.
State the measurable outcome the school plans to achieve	By the end of 2019-2020 school year, the faculty and staff at Robert Renick Educational Center will see an increase in opportunities for professional development in growth mindset that will directly improve the social emotional growth of students.
Person responsible for monitoring outcome	Emirce Guerra (pr8151@dadeschools.net)
Evidence-based Strategy	Implement weekly school-wide incentive programs involving Growth Mindset for students and staff along with counseling sessions for students and teachers to enhance social-emotional learning.
Rationale for Evidence-based Strategy	Promoting a Growth Mindset is a significant strategy as we believe, with effort, it's possible to increase intelligence levels, talents, and abilities by holding oneself accountable. Students and teachers are often tempted to give up when things get hard—they may run from challenges, see mistakes as failures, or approach success differently. Due to this fixed mindset, we get a culture of unfriendliness and intolerance. Incorporating a growth mindset, will in turn create more "friendliness" among students and staff. In a fragile education center, it is imperative to create an environment that promotes inclusiveness and safety.
Action Step	
Description	1. A book study on Dewitt's Growth Mindset will be implemented as a school wide initiative. 2. Provide monthly district and school led professional development opportunities during faculty meetings, common planning time, and teacher planning days that will help increase teachers' comfort level with implementing a growth mindset. 3. Faculty will be able to engage in professional development opportunities and bring back information to present to their colleagues.
Person Responsible	Emirce Guerra (pr8151@dadeschools.net)

#2	
Title	Data-Driven Instruction
Rationale	According to the Florida Department of Education's FSA/FSAA 2018 assessment data, mathematics data showed a decrease in learning gains from 26% for the 2017-2018 school year to 24% for the 2018-2019 school year.

State the measurable outcome the school plans to achieve	The area of focus will be Differentiated Instruction. If successfully implement our focus on differentiated instruction, we will be able to substantially increase our learning gains and proficiency levels of our students in Math.
Person responsible for monitoring outcome	Emirce Guerra (pr8151@dadeschools.net)
Evidence-based Strategy	Data-driven Instruction: Data will be used to ensure that students are correctly placed into differentiated instruction groups. The MTSS process will be employed as a system of service delivery that uses evidence-based instruction and interventions, progress monitoring, and evaluation to make informed decisions about students' educational and behavioral programming needs.
Rationale for Evidence-based Strategy	If students are consistently provided with targeted, data-driven instructional support during whole group instruction, we will meet our overall proficiency goal. We will be able to increase the number of students working on grade level. Secondary Essential Practice: If we intentionally use our data to reflect on our instruction, we will be able to markedly increase the effectiveness of our teachers. We will improve our proficiency, learning gains, and student goals.

Action Step

Description	1. Implement a school-wide tracking system to assist with monitoring and analyzing student data to make instructional decisions. 2. Provide on-going professional development targeting instruction to enhance D.I. 3. Provide support to teachers in designing and developing instruction to meet student needs. 4. Conduct administrative-teacher and teacher-student data chats to analyze and reflect on student progress
Person Responsible	Emirce Guerra (pr8151@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

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

Parents/ Families will attend the implemeted Robert Renick "You R Not Alone" informational and share meetings on a quarterly basis. These meetings will provide our parents with the opportunity to be trained on issues that are in alignment with our schoolwide parental survey. They will also share concerns and communicate with outside agencies that may offer additional support for their children and families.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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, 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, and assistance from the school nurse to aid students in the administration and/or dispensing of prescribed medication.

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 to 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.

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 administrators, 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 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 Natasha Hollerman (Student Services Chairperson) will facilitate weekly team meetings, relate immediate feedback and pertinent information to departmental 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 to implement the SIP strategies are closely examined, planned, and monitored on the in house school review sheet three times per year. Administration 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, progress monitoring, differentiated instruction, and problem solving. 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.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: School Culture	$0.00
2	III.A.	Areas of Focus: Data-Driven Instruction	$0.00
		Total:	**$0.00**