

Miami-Dade County Public Schools

# Robert Renick Educational Center



## 2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>19</b>

## 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: 7/20/2017

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

### 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>19</b>

## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	%
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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## 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, position title, and job duties/responsibilities 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.
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.
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.
Stewart, Vanessa	Other	Staff Specialist
Jefferson, David	Teacher, ESE	Dean of Discipline

## Demographic Information

### Principal start date

Thursday 7/20/2017, Aisha Marrero

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

13

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	
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		

**Date this data was collected or last updated**

Friday 8/28/2020

**Prior Year - As Reported**
**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		
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	
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	

**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	
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	

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%
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%				
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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.

The 2018-2019 School Climate Survey results (on PowerBI) indicated 59% of staff strongly agreed or agreed with the statement: "The students at my school are receiving a good education". The 2019-2020 School Climate Survey results (on PowerBI) indicated 74% of teachers strongly agreed with or agreed the statement: "The students at my school are receiving a good education". This is a 15-percentage point increase.

Contributing Factor: Promoting growth mindset, character education and positive behavior (PBS)

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

The 2018-2019 School Climate Survey results (on PowerBI) indicated 53% of staff strongly agreed or agreed with the statement: "Morale is high at my school". The 2019-2020 School Climate Survey results (on PowerBI) indicated 37% of teachers strongly agreed or agreed with the statement: "Morale

is high at my school". This is a 16 percentage point decrease.

Contributing Factor: There is a need to increase our efforts to further empower teachers and staff and to increase overall staff morale.

**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 2019-2020 school year.

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

The 2018-2019 School Climate Survey results (on PowerBI) indicated 59% of staff strongly agreed or agreed with the statement: "The students at my school are receiving a good education". The 2019-2020 School Climate Survey results (on PowerBI) indicated 74% of teachers strongly agreed with or agreed the statement: "The students at my school are receiving a good education". This is a 15 percentage point increase.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Attendance - 41 students were absent for 18 or more days during the 2018-2019 school year and - ,student for the 2019-2020 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. Culture & Environment specifically relating to Positive Behavior Intervention and Supports****Area of Focus Description and Rationale:**

This year we will undoubtedly face challenges that we have never faced before. It will be vital for administration, faculty and staff to come together to learn and grow as we face possible full-time virtual instruction or blended instruction models. We strive to continue for faculty to be able to engage in professional development opportunities and bring back information to present to their colleagues whether virtually or face-to-face. Increased teacher and staff incentives will be implemented.

**Measurable Outcome:**

By the end of 2020-2021 school year, the faculty and staff at Robert Renick Educational Center will see an increase in faculty and staff morale and empowerment that will directly impact daily motivation and instruction regardless of the educational model (virtual, blended, face-to-face).

**Person responsible for monitoring outcome:**

Emirce Guerra (pr8151@dadeschools.net)

**Evidence-based Strategy:**

Creating Positive School Culture:

**Rationale for Evidence-based Strategy:**

Increasing opportunities for teachers and staff to become empowered will be a focus in promoting our positive school culture this 2020-2021 school year. This year we will undoubtedly face challenges that we have never faced before. It will be vital for administration, faculty and staff to come together to learn and grow as we face possible full-time virtual instruction or blended instruction models. We strive to continue for faculty to be able to engage in professional development opportunities and bring back information to present to their colleagues whether virtually or face-to-face. Increased teacher and staff incentives will be implemented.

**Action Steps to Implement**

Departments work together to develop a monthly mantra that will be posted in the main office. Various incentives (i.e. candy) will be given to staff to with the monthly mantra. Affirmations posted daily and read/televised over morning announcements to motivate students.

**Person Responsible**

Natasha Hollerman (hollerman@dadeschools.net)

Recognizing staff birthdays, staff achievements, and creation of special event committee.

**Person Responsible**

Natasha Hollerman (hollerman@dadeschools.net)

**#2. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus</b>	Continued attention to student data, lesson delivery and student grouping, and engagement will lead to continued increase in student engagement in the physical or virtual classroom
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By the end of 2020-2021 school year, the staff at Robert Renick Educational Center will see an increase in data driven instruction and an increase of knowledge when delivering instruction using a blended learning model. This will be crucial in addressing the needs of our diverse student population and their social emotional and academic needs. In turn, this will provide students with the tools necessary to make the learning gains needed for them to reach their educational goals.
<b>Person responsible for monitoring outcome:</b>	Emirce Guerra (pr8151@dadeschools.net)
<b>Evidence-based Strategy:</b>	School-led professional development sessions (virtual or face to face) will be facilitated based on student engagement.
<b>Rationale for Evidence-based Strategy:</b>	An increased effort on communication and training to enable all staff to feel comfortable with a blended learning model is essential to our students' education in the upcoming months. Information and strategies that were shared at Synergy, as well as district and school-wide professional development sessions will be presented. Continued virtual support by administration and teacher leaders will also be critical in the delivery of quality instruction using a blended model.

**Action Steps to Implement**

Continued support for teacher understanding of the best practices for increasing student engagement in order to create impactful lessons driven with fidelity will take place during common planning, team meetings, department meetings and cross-curricular planning meetings.

**Person Responsible** Emirce Guerra (pr8151@dadeschools.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Administration, teachers and staff must continue to work together during this uncertain time to provide the upmost quality education and emotional support to our fragile student population. Clearer communication and consistently sharing our vision and mission provide for a deeper understanding that we all must work together for the common goal of supporting our students and each other.**

**Continued attention to student data, lesson delivery and student grouping will lead to a continued increase in student engagement in the physical or virtual classroom. Positive promotion of the PBS system and Growth Mindset will improve our students' social-emotional growth and learning which will also impact student engagement. Weekly counseling sessions, which encompass the whole student, will improve student engagement by allowing each student to have a voice and have all of their needs met.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents/ Families will attend the implemented 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. Our Business Community members will also participate in our Educational Excellence School Advisory meet where they will learn how they can further support our school improvement process.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00