Robert Renick Educational Center

leadership
analysis
students
Florida
college and career
mission
school improvement
ambitious
family and community involvement
striving
teaching
achievement
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Robert Renick Educational Center is a specialized center for students with emotional/ behavioral disabilities (E/BD). 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 E/BD 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", which affords families an opportunity to learn about the various resources and issues that may be pertinent to the child's safety, academic progress, and emotional needs. Teachers use daily monitoring progress notes to maintain contact with parents/guardians to bridge the gap between home and school. Progress notes are provided to parents with helpful hints on supporting their children within the educational setting. The continued support between faculty and parents ensures collaboration and builds positive relationships. We are a Positive Behavioral Support (PBIS) 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 award points each period based on the students' behavior and academic task completion. All of our students have been identified as having an Emotional/Behavioral Disability which requires daily monitoring; as each of our students receive a point sheet/daily progress note which is based on their IEP goals. The behaviors that are monitored are also consistent with the students' behavioral intervention plan (BIP), and is revisited on a monthly basis for modification if needed. By utilizing this level system and defining clear expectations at the onset of the school year allows us to minimize distractions and keep students engaged during instruction. The PBIS team has established clear protocols for students that are in need of 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Guerra, Emirce	Principal	As the school's principal, Mrs. 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. Mrs. 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	Mrs. 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 implementation of tiered instruction, process of administering assessments, and the alignment of professional development to meet faculty needs.
Berenguer, Laura	Teacher, ESE	Self-contained, high school, ESE Teacher of ACCESS students. Also a team leader for the InD and ASD department.
Cordero, Sarai	Other	Program Specialist who makes sure all IEPs are in compliance. Also, schedules interims and transition meetings.
Hollerman, Natasha	Attendance/ Social Work	As a school social worker, Mrs. Hollerman is an important part of the MTSS Team that uses data-based problem-solving to integral academic and behavioral instruction and interventions. She provides support to individuals and small groups of students .
Jackson, Joy	Teacher, K-12	ESE music teacher who renders services to students in grade K-12. Additionally, she is the middle school team leader and heads our Positive Behavior Interventions and Supports (PBIS) efforts.
Jefferson, David	Dean	Dean of Discipline
Stewart, Vanessa	Staffing Specialist	Reviews packets submitted for students referred to Robert Renick. She schedules and holds meetings to ascertain if we are the proper placement for a given child.
Wrentz, Scherita	Teacher, ESE	Science teacher and grade level chair, Ms. Wrentz acts as the liaison for her grade level and supports the implementation of the MTSS process.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 7/20/2017, Aisha Marrero

Number of teachers with professional teaching certificates?

13

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

13

Total number of students enrolled at the school.

45

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	1	6	2	4	4	3	5	7	13	45
Attendance below 90 percent	0	0	0	0	1	6	0	3	3	3	3	5	6	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	3	2	2	1	1	10
Course failure in Math	0	0	0	0	0	0	0	1	1	0	1	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	0	3	2	1	1	1	3	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	0	4	3	1	1	1	3	14
Number of students with a substantial reading deficiency	0	0	0	0	0	6	0	4	3	2	4	5	10	34

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	1	0	4	4	2	2	1	8	22

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	1	1	1	1	1	8	13
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	1	1	6	10

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - 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	1	6	4	4	4	6	11	9	6	13	64
Attendance below 90 percent	0	0	0	1	6	1	2	2	3	3	6	1	7	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	3	2	2	1	2	0	10
Course failure in Math	0	0	0	0	0	0	0	1	1	0	1	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	0	2	3	1	1	0	3	1	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	1	3	3	1	1	0	2	3	15

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	1	0	3	3	2	2	1	2	10	24

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	1	1	1	1	1	8	13
Students retained two or more times	0	0	0	0	0	0	0	1	1	1	0	2	8	13

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	67%	-67%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	69%	-69%	64%	-64%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC						
Year	**School**	**District**		**School Minus District**	**State**	**School Minus State**
2021						
2019						
CIVICS EOC						
Year	**School**	**District**		**School Minus District**	**State**	**School Minus State**
2021						
2019	0%	73%		-73%	71%	-71%
HISTORY EOC						
Year	**School**	**District**		**School Minus District**	**State**	**School Minus State**
2021						
2019						

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25	44		5	27						
BLK	25	45		7							
FRL	25	44		5	27						
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	25
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	101
Total Components for the Federal Index	4
Percent Tested	84%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	26
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	
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Due to Robert Renick Educational Center being an ESE center school for students with emotional/behavioral disabilities, 100% of our student population are students with a disability. 98% of the student population are economically disadvantaged with a 96% minority rate. Providing quality instruction to our student population with diverse needs using data-driven instruction is crucial for their overall social-emotional and educational growth. Providing teachers with support for blended learning when teaching students with disabilities during common planning, team meetings, department meetings and cross-curricular planning meetings will help to ensure that instruction is implemented accurately and also with fidelity. The percentage of fifth grade students scoring below Level 3 on the 2021 statewide, standardized English Language Arts assessment is 67%. This data is derived from 3 students with one of of these students scoring a level 3 or above.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Due to our student population and enrollment, the only significant data that can be used is the 4th grade Spring ELA as 5 students participated in testing. The data showed that 33.3% of students were proficient on the iReady diagnostic and midyear assessments. Overall there was an improvement in teachers understanding of student data and felt supported in considering student performance data from a variety of sources, looking for gaps in student learning, using data to communicate with others across curriculums and grade levels. This was accomplished by holding common planning, team meetings, department meetings, and cross-curricular planning meetings with fidelity.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Differentiating instruction based on student data and need continues to be an area that is in greatest need of improvement. Utilizing IEP data effectively in order to best address the strengths and weaknesses of the students both academically and social-emotional is crucial for the development of each student.

What trends emerge across grade levels, subgroups and core content areas?

The need to differentiate instruction for each student based on student academic and social-emotional need is key to be able to give the students in our setting the ability to achieve their goals.

What strategies need to be implemented in order to accelerate learning?

First, meeting each child's social-emotional needs is the first crucial strategy that needs to be implemented before any acceleration in learning can occur. This occurs by having weekly counseling sessions, counselor-on-call when needed, and having the students work with the highly trained teachers and paraprofessionals at the school site.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development sessions that are geared towards differentiated instruction and meeting the social-emotional needs of the students will be implemented to best address their significantly unique needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019-2020 School Climate Survey results (on PowerBI) indicated 69% of staff strongly agreed or agreed with the statement: "I feel students are deficient in basic academic skills". The 2020-2021 School Climate Survey results (on PowerBI) also indicated that 69% of teachers strongly agreed with or agreed the statement: "I feel students are deficient in basic academic skills". This indicted that teachers feel that students are not reaching academic milestones needed to obtain positive student achievement and growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2021-2022 School Climate Survey results (on PowerBI) will indicate that less than 50% of staff strongly agree or agree with the statement: "I feel students are deficient in basic academic skills".
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Professional development sessions, Rattler Best Practices Thursdays, monitoring department, team and cross-curriculum meeting agendas and sign-in sheets, evidence of data driven instruction in lesson plans and during administrative walk-throughs.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To increase teacher knowledge and understanding of students' strengths and weaknesses so that a greater level of student achievement can be obtained as it pertains to basic academic skills and progress.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 23, 2021-Ongoing
Utilizing IEP data effectively in the classroom to assist with individual student needs will be reviewed and analyzed during common planning, team meetings, department meetings so that instruction may be adapted to best accommodate each student.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 23, 2021-Ongoing
Presenting best practices based on data collection, differentiated instruction, and implementation will occur monthly during Rattler Best Practices sessions.

Person Responsible	Natasha Hollerman (hollerman@dadeschools.net)

Provide Safe Crisis Management (SCM) training (scheduled for 8/19/21) to all staff. This training reviews the importance of recognizing, understanding, and utilizing IEP student data and the implications of childhood trauma as it pertains to providing both social-emotional and academic support to each child.

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

August 23, 2021-Ongoing
Sharing strategies and providing support for increasing faculty knowledge on differentiation and data collection will be provided and discussed during common planning, team meetings, department meetings and cross-curricular planning meetings.

| **Person Responsible** | Nicole Somoza (nsomoza@dadeschools.net) |

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | By monitoring teacher instruction and student achievement it will allow us to address the individual needs of the students. |

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019-2020 School Climate Survey results (on PowerBI) indicated 71% of students strongly agreed with the statement: "My teachers make me want to learn". The 2020-2021 School Climate Survey results (on PowerBI) indicated 44% of students strongly agreed with the statement: "my teachers make me want to learn". This is a 27 percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2021-2022 School Climate Survey results (on PowerBI) will indicate that more than 50% of students will strongly agree with the statement: "My teachers make me want to learn".
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of meeting agendas and sign-in sheets, monitoring of student engagement gathered by student polls, discussions in the chats and participation grades and/or the implementation of a brief monitoring tool.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physically or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These specific strategies were chosen to enhance the understanding and improve teacher strategies for engaging the learner across all curriculums.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

August 23, 2021-Ongoing
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 as well as "Rattler Best Practices Thursdays" as evidenced by meeting agendas, sign-in sheets, evidence of increasing student engagement activities in lesson plans and during administrative walk-throughs.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

School-led professional development sessions (virtual or face to face) will be facilitated based on student engagement tentatively scheduled for 10/29/2021.

Person Responsible	Natasha Hollerman (hollerman@dadeschools.net)

August 23, 2021-Ongoing
Implementation of the "Positive Renick Energy Bus" initiative will take place with daily reminders, affirmations, motivational techniques and treats to improve student engagement and overall positive replacement behavior during morning announcements and "Renick Live".

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 23, 2021-Ongoing
Continued positive promotion of the PBIS program to increase positive student behavior and engagement by providing consistent, obtainable, and valued incentives.

Person Responsible	Joy Jackson (068540@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Although the majority of the student population falls into the 3 identified subgroups (Black/African American, Economically Disadvantaged, and Students with Disabilities) specific strategies indicating differentiated instruction should be evident in lesson plans and instruction.

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019-2020 School Climate Survey results (on PowerBI) indicated 71% of students strongly agreed with the statement: "Adults at my school help me when I need it". The 2020-2021 School Climate Survey results (on PowerBI) indicated 56% of students strongly agreed with the statement: "Adults at my school help me when I need it". This is a 15 percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2021-2022 School Climate Survey results (on PowerBI) will indicate that more than 60% of students will strongly agree with the statement: "Adults at my school help me when I need it".
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome by reviewing the RtI:B reports which composites student behavior data to monitor positive student behavior and student engagement and the decrease of disciplinary referrals.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply for the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By continuing to increase staff, student, and school morale, these strategies will promote positive student behavior and student engagement and the decrease of disciplinary referrals.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 23, 2021-Ongoing
Positive monthly mantras will be posted in the main office and various incentives (i.e. treats) will be given to staff/student to support the positive monthly mantra.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 23, 2021-Ongoing
Continued positive promotion of the PBIS program to increase positive student behavior and engagement by providing consistent, obtainable, and valued incentives.

Person Responsible	Joy Jackson (068540@dadeschools.net)

August 23, 2021-Ongoing
Recognizing staff birthdays as well as staff achievements and celebrating staff milestones will continue to be implemented.

Person Responsible	Natasha Hollerman (hollerman@dadeschools.net)

August 23, 2021-Ongoing
Continue implementing school-wide weekly affirmations that are read during morning announcements and the continued implementation of "Rattler Morning Live" morning announcements.

| **Person Responsible** | Nicole Somoza (nsomoza@dadeschools.net) |

August 23, 2021-Ongoing
Reviewing monthly the "10 Rules for the Ride of your Life" from the Energy Bus and posting positive "Renick Energy Bus" signs around the school to promote positive thinking and actions for both students and staff.

| **Person Responsible** | Nicole Somoza (nsomoza@dadeschools.net) |

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | Monitoring of RtI:B reports which composites student behavior data to monitor positive student behavior and student engagement and the decrease of disciplinary referrals. |

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019-2020 School Climate Survey results (on PowerBI) indicated 32% of teachers strongly agreed with the statement: "I feel satisfied concerning my career at this school". The 2020-2021 School Climate Survey results (on PowerBI) indicated 25% of teachers strongly agreed with the statement: "I feel satisfied concerning my career at this school". This is a 7 percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2021-2022 School Climate Survey results (on PowerBI) will indicate that more than 50% of teachers will strongly agree with the statement: "I feel satisfied concerning my career at this school".
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by administrative walk-throughs and teacher/staff check-ins to ascertain if any assistance is needed build career satisfaction at the school site. Monitoring of teacher/staff selected professional development sessions to promote career satisfaction will also take place.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Leadership development can be defined as expanding the collective capacity or organizational members to take on leadership roles (Day 2001). Leadership development refers to the activities involved in strengthening one's ability to establish clear vision and achievable goals, and to motivate others to subscribe to the same vision and goals (Earley & Jones 2009).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy was selected to assist in improving career satisfaction as well as assisting staff in achieving career aspirations specific to each individual staff member. By motivating more teacher leaders to aspire to reach new goals will help to improve career satisfaction among staff.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 23, 2021-Ongoing
Provide increased administrative support to faculty and staff during all aspect of learning by "checking in" on a weekly basis and increase attendance of both department and team meetings.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 23, 2021-Ongoing
Department chairpersons will motivate members to participate in leading monthly "Rattler Best Practices Thursdays".

Person Responsible	Natasha Hollerman (hollerman@dadeschools.net)

August 23, 2021-Ongoing
Increasing communication between teacher leaders to ensure the alignment of a shared vision/mission and to address any career concerns that may have arisen within each department or team.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 23, 2021-Ongoing
Teachers will be given the opportunity to attend professional development sessions based on their concentration area(s) throughout the school year.

Person Responsible	Emirce Guerra (pr8151@dadeschools.net)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Teacher career satisfaction may impact teacher motivation which may in turn have significant ties to student growth and achievement.

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percentage of fifth grade students scoring below Level 3 on the 2021 statewide, standardized English Language Arts assessment is 67%. This data is derived from 3 students with one of of these students scoring a level 3 or above.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school plans to have 60% of the 5 fifth grade students score a level 3 or higher on the 2022 statewide, standardized English Language Arts Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by: *Monitoring of i-Ready usage and testing results. *Review of student grades and progress during IEP meetings, RT meetings, parent conferences and weekly department meetings. *Faculty participation in District lead trainings. *Weekly collaboration with ELA department members.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Effective Curriculum and Resource Utilization refers to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By effectively utilizing our curriculum and resources we hope to maximize possible achievement for all learners. By having teachers attend available District and school lead professional development sessions encompassing curriculum and resources will enable our instructional staff to provide high quality instruction.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher will provide daily small group sessions targeting student strengths and weaknesses.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

Daily read alouds will be implemented to assist in student fluency and comprehension.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

A minimum of 60 minutes of i-Ready per week for each student will be monitored.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

Library usage will also be implemented to promote pleasurable reading.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA	By monitoring teacher instruction and student achievement it will allow us to address the individual needs of the students.

subgroups not meeting the 41% threshold
according to the Federal Index.

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.

To promote positive school culture, weekly Renick Live Morning Announcements will be completed as well as weekly Renick Affirmations. They will be shared via morning announcements, emails and posted in classrooms.

Robert Renick Educational Center has adopted the "Renick Energy Bus" as the school year theme. This focuses on the power of positive thinking and how it can change your life (i.e. we are Chief Energy Officers ((CEOs)) of our own buses). Posters are hung around the school and in classrooms to promote positive thinking. "10 Rules for the Ride of your Life" is also reviewed daily. Each rule will also be reviewed monthly at staff meetings. Thankful Thursdays will occur every Thursday. Lunch, of their choice, are bought for staff members selected at random. Additionally, the Caught Being Good Initiative continues to be implemented as staff are provided with blue slips and when students perform positive tasks a slip is filled out with their name and placed in a raffle box. Every Wednesday, four student names are randomly selected and a Wendy's meal is provided for each student. Also, Rattler Monthly Mantras are posted and staff/student treats are provided to promote a positive school culture. Robert Renick Educational Center will continue to celebrate staff birthdays and life milestone recognitions. In order to empower teacher leaders, Rattler Best Practice Thursdays will take place. These sessions will allow staff to share their own classroom best practices with their peers. Furthermore, PBIS "Fun Fridays" will be held bi-weekly and the PBIS Point Store will continue to occur to which a classroom will be transformed into a holiday extravaganza (winter holiday, Valentine's Day, Mother's Day, Father's Day). Students are able to purchase items for themselves or family members using their accumulated points. Teachers and Student Services Appreciation Week will continue to take place yearly where treats are provided on a daily basis for that designated week.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The approval for events are cleared through the Principal and Assistant Principal. Principal and assistant principal are responsible for Rattler Monthly Mantras with staff/student treats, teacher appreciation week and birthday/life milestone recognitions. Activities are funded by individual staff members, grants, and donations. Organization of PBIS activities, Thankful Thursdays, and Caught Being Good activities are completed by the Activities Director and PBIS Lead. PBIS team assists with all activities. Energy Bus activities are created and delegated by the assistant principal to SIP Team for presentations and weekly

affirmations. Department chairpersons are responsible for nominating staff for Rattler Best Practice Thursdays.