



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Robert Renick Education Center

2201 NW 207TH ST

Opa Locka, FL 33056

305-624-1171

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

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	22
Action Plan for Improvement	32
Part III: Coordination and Integration	75
Appendix 1: Professional Development Plan to Support Goals	78
Appendix 2: Budget to Support Goals	84

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Robert Renick Education Center

Principal

Paulette Covin Fredrik D

School Advisory Council chair

Joy Jackson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Paulette Covin- Fredrik	Principal
Terrance Gibson	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC committee is comprised of 2 Administrators, 2 Students, 5 Teachers, 4 Business Members, and 2 Parents.

- 1) Paulette Covin- Fredrik, Principal
- 2) Joy Jackson, SAC Chair
- 3) Anayah Dawson, Student
- 4) Juan Carlos, Student
- 5) Dolores Webster-Hayes, Teacher
- 6) Sherry Nembhard, Teacher
- 7) Laura Berenguer, Teacher
- 8) Scherita Wrentz, Teacher
- 9) Eleanor Humphrey, Program Specialist
- 10) Katherine Mitchell, Business Member
- 11) Felecia Faust, Business Member
- 12) Calvin Hayes, Business Member
- 13) Gail Buckhanon, Business Member
- 14) Ayanna Colon, Parent
- 15) Ligia Pichardo, Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Robert Renick will be purchasing FCAT Soars t-shirts for each student in an effort to motivate them to excel on the Statewide Assessment (FCAT). All students who have complied with the PBS requirements will attend two trips,(Dave and Busters and Busch Gardens).

Projected use of school improvement funds, including the amount allocated to each project

Robert Renick will be allocating SAC funds for the following activities:

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Paulette Covin Fredrik D

Principal

Years as Administrator: 14

Years at Current School: 5

Credentials

B.S.in Elementary Education, M.S. in Reading, and Ed.S. in Educational Leadership.

Performance Record

2013 -School Grade-F
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO–
 2012 – School Grade – N/A
 Rdg. Proficiency, 65%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 82 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 81 points
 Rdg. AMO –Yes
 Math AMO–Yes
 School Year 11 10 09
 School Grade N/A N/A N/A
 AMO N N N
 High Standards Rdg. N/A N/A N/A
 High Standards Math N/A N/A N/A
 Lrng Gains-Rdg. N/A N/A N/A
 Lrng Gains-Math N/A N/A N/A
 Gains-Rdg-25% N/A N/A N/A
 Gains-Math-25% N/A N/A N/A

Thomas Sippio		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Media Specialist, Ed Leadership	
Performance Record	2013 – School Grade – F Rdg. Proficiency, 65% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 77 points Rdg. AMO –Yes 2012 – School Grade – N/A Rdg. Proficiency, 65% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 77 points Rdg. AMO –Yes 12 '11 '10 '09 '08 School Grade P AMO N N N High Standards Rdg. N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A	

Classroom Teachers

# of classroom teachers	30
# receiving effective rating or higher	30, 100%
# Highly Qualified Teachers	43%
# certified in-field	30, 100%
# ESOL endorsed	10, 33%
# reading endorsed	3, 10%
# with advanced degrees	20, 67%
# National Board Certified	0, 0%

first-year teachers

2, 7%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

10, 33%

with 15 or more years of experience

18, 60%

Education Paraprofessionals**# of paraprofessionals**

22

Highly Qualified

22, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

planning time and early release days for teachers. Collaborative planning time will be available for teachers to discuss and share best practices.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Program Specialist/ Eleanor Humphrey-collection/monitor data chats

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

Staffing Specialist/ Mark Fabal- Ensure that effective academic goals and PEN's are written on a student's IEP that coincide with areas of deficiency.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team will monitor and review data monthly, ensuring the effective implementation of differentiated instruction, identifying students for various interventions and instructional strategies. The administration will also, monitor at-risk- students monthly and evaluate the effectiveness of instructional changes.

The MTSS team will also develop research based strategies that are aligned with SSNGS, CCS, and student data to be included and implemented on the school improvement plan. After analyzing given data derived from the state and district's assessments, the team is responsible for relating data to instructional teachers to assist them with dissecting and differentiating low performance benchmarks or deficit areas in math, reading, science, writing, and behavior. Also, responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively

After selecting the areas of concentration a monthly school-wide pacing guide is developed for each core academic teacher to follow and implement within the classroom. Monthly benchmark assessment are developed and analyzed, giving immediate feedback to teachers. This affords the teachers to discuss the benchmarks that are in need of unwrapping and re-teaching. At that time students' academic PEN's are revisited and modified if necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data from FCAT, FAIR, Edusoft, RTIB, Reading Plus, Gizmos, Holt McDougal and point sheets will be used to identify students and their deficiencies at each tier for reading, mathematics, science, writing and behavior. Monthly reports from each source will be reviewed during MTSS/RTI Team meetings to access and analyze, and monitor the effectiveness of school-wide interventions and implementations to increase student achievement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS/RTI team will identify professional development needed to ensure that intervention/ enrichments will be implemented with fidelity leading to student progress and achievement based data. The MTSS/RTI team will communicate with staff on a consistent basis for input and feedback via departmental and faculty meetings. Parents will be afforded the opportunity to attend the Quarterly You-R-Not-Along parent informational and support group meetings as a means to communicate the progress of their child/children.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 180

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data progress reports are retrieved from Edusoft, Unique Learning, and Reading Plus on a monthly basis to determine the effectiveness of the strategies implemented. Mini-benchmark assessment are developed and analyzed, giving immediate feedback to teachers on student growth and progress towards proficiency in areas of deficiency.

Who is responsible for monitoring implementation of this strategy?

The program specialist is responsible for data progress reports, which are retrieved from Edusoft and Reading Plus, and Unique Learning on a monthly basis to determine the effectiveness of the strategies implemented. Mini-benchmark assessments are developed and analyzed, giving immediate feedback to teachers on student growth and progress towards proficiency in areas of deficiency.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Paulette Covin-Fredrik	Principal
Terrance Gibson	Assistant Principal
Eleanor Humphrey	Program Specialist
Thomas Sippio	Reading
Dr. Vanessa Stewart	Language Arts Department Head

How the school-based LLT functions

Following the District's Comprehensive Reading Plan, the Literacy Leadership Team will meet on a monthly basis focusing on school-wide Novel Reading Initiative, data analysis, differentiated instruction, problem solving and progress monitoring.

?* The administrative staff as well as Reading Coach/L.A. Department Chair will monitor and review data on an on-going basis, ensuring the effective implementation of Reading Plus and instructional strategies.
 ? * The Coaches/Chair will identify professional development needed to ensure that intervention/

enrichments

will be implemented with fidelity leading to student progress and achievement based data.

? * The LLT will communicate with staff on a consistent basis for input and feedback via departmental and faculty meetings.

Major initiatives of the LLT

The initiative for this year will be school-wide novel reading /reading strategies across the curriculum, as well as vocabulary enrichment. All instructional staff will implement and participate in Professional Development to ensure that reading and mathematics strategies/vocabulary enrichment are implemented with fidelity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher in the building will assist with the teaching of reading. Reading will be emphasized in all classes through the use of practice passages provided by the reading coach. The reading coach will offer professional development on specific strategies that will target student needs. Every teacher will receive training on CRISS strategies. Additionally, the Social Studies department collaborates with the Language Arts department to implement the Language Arts/ Reading Instructional Focus Calendars as an additional reinforcement and support.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All high school students are enrolled in a Vocational class 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. 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.

Strategies for improving student readiness for the public postsecondary level

RREC is not accredited through the Southern Association of Colleges and Schools and cannot issue standard diplomas. Robert Renick Educational Center's percentages of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, and have completed a Dual Enrollment (DE) math course were all below the district averages. Many of these areas are below the state average, but Robert Renick Educational Center is focused on creating a greater emphasis on math preparedness.

Students are offered applied and integrated courses in Careers that assist them in preparing for post-secondary studies. Project Victory and Project Search work in collaboration with our school curriculum to offer career planning and work experience in a variety of fields that interest our students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	28%	No	54%
American Indian				
Asian				
Black/African American	46%	24%	No	51%
Hispanic	53%	36%	No	58%
White				
English language learners				
Students with disabilities	48%	28%	No	54%
Economically disadvantaged	48%	27%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	36%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Level 7	14	56%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		19%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	21%	No	48%
American Indian				
Asian				
Black/African American	43%	18%	No	48%
Hispanic	39%	25%	No	45%
White				
English language learners				
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	43%	22%	No	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	46%	48%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		7%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		31%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		51%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	72	45%	44%
Students in ninth grade with one or more absences within the first 20 days	9	7%	3%
Students in ninth grade who fail two or more courses in any subject	11	46%	45%
Students with grade point average less than 2.0	23	37%	36%
Students who fail to progress on-time to tenth grade	5	23%	22%
Students who receive two or more behavior referrals	95	71%	70%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	87	54%	53%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	14%	12%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	2%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	8%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

SEE PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** An analysis of the 2012-2013 Reading FCAT 2.0 data indicates that 5% of students achieved at Level 3. The target goal for the 2013-2014 school year is to increase the amount of students achieving at level 3 by 31 percentage points to 36%.
- G2.** An analysis of the 2012-2103 Postsecondary Readiness data, indicates that there is a need for improvement. The target goal for the 2013-2014 school year is to increase their performance by 10 percentage points.
- G3.** An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.
- G4.** An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.
- G5.** An analysis of the 2013 Algebra EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 7 points.
- G6.** An analysis of the 2013 Geometry EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 3 points.
- G7.** An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.
- G8.** Based on the analysis of the 2013 school data in the area of STEM, Robert Renick will increase the integration of common core curriculum, science and technology across all core subjects.
- G9.** Robert Renick Educational Center will promote Career Pathways and programs of study in an effort to provide and create an educational environment that integrates core academics with real-world relevance.
- G10.** An analysis of the 2013 Social Studies E.O.C Assessment data indicates that there were not enough of students in this group to yield scores. The goal for the 2014-2015 school year is to increase the percentage of students achieving at level 3.
- G11.** An analysis of the 2012- 2013 EWS report indicated that 45% of the total student population missed 10 % or more of instructional time. The target goal for the 2013-2014 school year is to decrease the percentage to 44%.
- G12.** SEE ROBERT RENICK EDUCATIONAL PIP

Goals Detail

G1. An analysis of the 2012-2013 Reading FCAT 2.0 data indicates that 5% of students achieved at Level 3. The target goal for the 2013-2014 school year is to increase the amount of students achieving at level 3 by 31 percentage points to 36%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA)

Resources Available to Support the Goal

- Composition Books Reading Plus Student Portfolios Graphic Organizers Edusoft McDougal Littell I-Ready Unique Learning

Targeted Barriers to Achieving the Goal

- Black, Hispanic, ED, and SWD students at RREC are in need of additional instructional support in the area of Literary Analysis and understanding elements of written literature, as noted on the 2013 FCAT 2.0.
- Students at RREC not making AMO are in need of additional instructional support in the area of Vocabulary and understanding elements of written literature, as noted on the 2013 FCAT 2.0.
- Students achieving at level 3 proficiency require additional support in Category 2, Reading Application when reading and comprehending literature and informational text at the high end of the grade level complexity band independently and proficiently.
- Students achieving at level 4 and above, and have demonstrated deficiencies in Reporting Category 1: Vocabulary. Students are in need of additional instructional support when determining the meaning of words and phrases as used in a text.
- Students at RREC scoring at levels 4-6 are deficient in the area of Reading Process as it pertains to the FAA. Students taking FAA require additional support when reading and organizing informational text and text features to perform a task, as it relates to the FAA.
- Students at RREC scoring at levels 7-9 are deficient in the area of Literary Analysis as it pertains to the FAA. Students taking FAA require additional support when identifying, analyzing, and applying knowledge of the elements of a variety of literary text, as it relates to the FAA.

Plan to Monitor Progress Toward the Goal

Review and analyze data derived from Interim to measure progress and make instructional adjustments as needed

Person or Persons Responsible

The Literary Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Summative: 2014 FCAT Results

G2. An analysis of the 2012-2103 Postsecondary Readiness data, indicates that there is a need for improvement. The target goal for the 2013-2014 school year is to increase their performance by 10 percentage points.

Targets Supported

Resources Available to Support the Goal

- Composition Books Reading Plus Student Portfolios Graphic Organizers Edusoft McDougal Littell I-Ready Unique Learning

Targeted Barriers to Achieving the Goal

- Students at RREC require additional support in reading to improve post-secondary readiness.

Plan to Monitor Progress Toward the Goal

Review and analyze data derived from Interim to measure progress and make instructional adjustments as needed

Person or Persons Responsible

The Literary Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Summative: 2014 FCAT Results

G3. An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.

Targets Supported

- Writing

Resources Available to Support the Goal

- composition books Interactive writing prompts

Targeted Barriers to Achieving the Goal

- Students at Robert Renick are in need of more opportunities to practice writing on various topics as well as remediate the necessary skills needed to incorporate real life experiences into the writing process.

Plan to Monitor Progress Toward the Goal

Review scored monthly writing prompts and monitor progression making adjustments to the curriculum as needed

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT Writing Assessment

G4. An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Calculators Grade level desktop reference sheets Rulers Gizmos Discovery Learning Destination Khan Academy I-Ready Unique Learning Math Manipulatives

Targeted Barriers to Achieving the Goal

- Black, Hispanic, SWD, and ED Students at Robert Renick did not meet their AMO on the 2013 FCAT 2.0. Students in grades 3-5 exhibited difficulty in the content cluster of Expressions, Equations, and Statistics.
- Students in grade 6, achieving at level 3 proficiency illustrated a deficiency in the Content Cluster of Fractions, Ratios/Proportional Relationships, & Statistics.
- Students achieving at levels 4-5 did not meet their AMO on the 2013 FCAT. 14% of students at RREC will score at levels 4-5 on the administration of the 2014 Mathematics FCAT.
- According to data from the 2013 FAA, students achieving at levels 4-6, did not meet their target goal. 48% of students at RREC taking the 2014 FAA will score at levels 4-6.
- According to data from the 2013 FAA, students achieving at levels 7-9, did not meet their target goal. 30% of students at RREC taking the 2014 FAA will score at levels 7-9.
- There is a need to increase the performance on the 2014 P.E.R.T. by 10 percentage points.

Plan to Monitor Progress Toward the Goal

Utilize data reports to monitor student progress, making adjustments on instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Assessments Summative: 2014 FCAT Assessment.

G5. An analysis of the 2013 Algebra EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 7 points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Calculators Grade level desktop reference sheets Rulers Gizmos Discovery Learning Destination Khan Academy Math Manipulatives

Targeted Barriers to Achieving the Goal

- Students at Robert Renick scoring at Level 3 on the 2013 Algebra EOC, are deficient in the area of Functions, Linear equalities, & Inequalities
- Students at Robert Renick scoring at Levels 4 and 5 on the 2013 Algebra EOC, are deficient in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Utilize data reports to monitor student progress, making adjustments on instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Assessments Summative: 2014 FCAT Assessment.

G6. An analysis of the 2013 Geometry EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 3 points.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Calculators Grade level desktop reference sheets Rulers Gizmos Discovery Learning Destination Khan Academy Math Manipulatives

Targeted Barriers to Achieving the Goal

- Students at Robert Renick scoring at Level 3 on the 2013 Geometry EOC, are deficient in the area of Three Dimensional Geometry.
- Students at Robert Renick scoring at Levels 4 and 5 on the 2013 Geometry EOC, are deficient in the area of Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Review and monitor data derived from computer based programs to measure progress, making instructional adjustments as needed.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interims Summative: EOC Geometry 2014

G7. An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Lab Materials Display Boards Gizmos Discovery Destination Learning

Targeted Barriers to Achieving the Goal

- Students in grades 5 and 8 enrolled in science are in need of more opportunities for various laboratory experiences.
- Students enrolled in Biology scoring at Level 3 are deficient in the content area of Classification, Heredity and Evolution and are in need of focused and explicit instruction in Discovering the theory of evolution, which is supported by the fossil record, comparative anatomy, embryology, biogeography, molecular biology, and observed evolutionary change.
- Students enrolled in Biology scoring at Level 4 and above are deficient in the content area of Classification, Heredity and Evolution and are in need of focused and explicit instruction in Discovering the theory of evolution, which is supported by the fossil record, comparative anatomy, embryology, biogeography, molecular biology, and observed evolutionary change.

Plan to Monitor Progress Toward the Goal

Monitor Student portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

Administration Department Chairperson Program Specialist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessment Summative: 2014 FCAT 2.0 Science Assessment

G8. Based on the analysis of the 2013 school data in the area of STEM, Robert Renick will increase the integration of common core curriculum, science and technology across all core subjects.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- FOCUS CALENDAR Science Project Boards Science lab materials Gizmos Fairchild Challenge

Targeted Barriers to Achieving the Goal

- STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content

Plan to Monitor Progress Toward the Goal

Science related field trip logs, lab experiments, Science Projects, and Youth Fair Exposition entries.

Person or Persons Responsible

Administration Science/Math Department Head Program Specialist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: School-Based Benchmark Assessments, District Interim data Assessment reports ,and Lab Reports Summative: 2014 FCAT 2.0 Science Assessment

G9. Robert Renick Educational Center will promote Career Pathways and programs of study in an effort to provide and create an educational environment that integrates core academics with real-world relevance.

Targets Supported

- CTE

Resources Available to Support the Goal

- Project Victory CBI Field Trips Renick Cafe Everyday Life Skills Program STEPS program

Targeted Barriers to Achieving the Goal

- There is a need to increase the percentage of students enrolled in career technical education pathways and accelerated courses.

Plan to Monitor Progress Toward the Goal

Review field experience log, student portfolios, and student schedules.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Master Schedule Teacher class list Individual Educational Plan

G10. An analysis of the 2013 Social Studies E.O.C Assessment data indicates that there were not enough of students in this group to yield scores. The goal for the 2014-2015 school year is to increase the percentage of students achieving at level 3.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Reading Coach Smart Board Updated Curriculum Guidelines

Targeted Barriers to Achieving the Goal

- Students achieving at level 3 are in need of additional support in Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.
- Students achieving at level 4 and above are in need of additional support in Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.
- Students scoring at the middle third are in need of additional support in the content area of: The U.S. and Defense of the International Peace.
- Students scoring at the upper third are in need of additional support in the content area of: Late Nineteenth and Early Twentieth Century, 1860-1910.

Plan to Monitor Progress Toward the Goal

Review District's baseline, winter, and spring interim assessments and data from said assessments to shape instructions and address students' weak areas of benchmark mastery making instructional adjustments as needed.

Person or Persons Responsible

Administration Reading Coach Program Specialist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Monthly Assessment District Interim Assessment Summative: 2014 U.S. History EOC

G11. An analysis of the 2012- 2013 EWS report indicated that 45% of the total student population missed 10 % or more of instructional time. The target goal for the 2013-2014 school year is to decrease the percentage to 44%.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- PBS Incentives Virtual School Attendance /Truancy Report Suspension Reports SIR Reading Coach

Targeted Barriers to Achieving the Goal

- Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County.
- Students at Robert Renick Ed. Center are in need of an increase in attendance; in an effort to decrease the retention rate and the percentage of students with a GPA of 2.0 or less.
- There is a need to minimize behavioral referrals written based on student walkouts, in an effort to decrease suspension by 1 percentage point.
- Students in 6th-9th grade are in need of additional support, in an effort to decrease students failing two or more courses.

Plan to Monitor Progress Toward the Goal

Review student assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Interim 2014 FCAT 2.0

G12. SEE ROBERT RENICK EDUCATIONAL PIP

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. An analysis of the 2012-2013 Reading FCAT 2.0 data indicates that 5% of students achieved at Level 3. The target goal for the 2013-2014 school year is to increase the amount of students achieving at level 3 by 31 percentage points to 36%.

G1.B1 Black, Hispanic, ED, and SWD students at RREC are in need of additional instructional support in the area of Literary Analysis and understanding elements of written literature, as noted on the 2013 FCAT 2.0.

G1.B1.S1 Provide students with opportunities to locate and analyze the elements of plot structure within a variety of literary text.

Action Step 1

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise. Teachers will encourage students to read a variety of literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

1. Student graded work (Portfolios) 2. School-wide monthly benchmark assessments 3. Reading Plus

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

The LLT will review monthly data reports, and instructional adjustments will be implemented as needed.

Person or Persons Responsible

Administration Program Specialist Reading Coach Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

1. Quizzes/ Literary Unit Tests from McDougal Littell Series 2. Reading Plus report 3. District's Interim Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Edusoft, McDougal Littell Literature Series, Reading Plus reports, and District's Interim Assessment.

G1.B2 Students at RREC not making AMO are in need of additional instructional support in the area of Vocabulary and understanding elements of written literature, as noted on the 2013 FCAT 2.0.

G1.B2.S1 Student will be afforded opportunities to determine meanings of words and phrases as they are used in a text.

Action Step 1

Students will practice using context clues to build their general knowledge of words, and word relationships, and multiple meanings of words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Assessment/Quizzes from Grade level Literature Series 2. School-wide Monthly Benchmark Assessment 3. Reading Plus

Plan to Monitor Fidelity of Implementation of G1.B2.S1

The LLT will review monthly data reports, and instructional adjustments will be implemented as needed.

Person or Persons Responsible

Administration Reading Coach Program Specialist L.A. Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Student Portfolios Assessment/Quizzes from Grade level Literature Series School-wide Monthly Benchmark Assessment Reading Plus reports

Plan to Monitor Effectiveness of G1.B2.S1

Monitor student Portfolios, teacher lesson plans, reports from assessments, data chats and provide remediation and instructional adjustments as needed.

Person or Persons Responsible

Administration Reading Coach Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Data reports from Reading Plus, McGraw-Hill, McDougal Littell, Monthly Assessments, and District's Interim Assessment

G1.B3 Students achieving at level 3 proficiency require additional support in Category 2, Reading Application when reading and comprehending literature and informational text at the high end of the grade level complexity band independently and proficiently.

G1.B3.S1 Students will be given the opportunity to practice with text structures.

Action Step 1

Students read and comprehend literature and informational text at the high end of the complexity band independently and proficiently. Teachers will ask and encourage students to answer questions referring explicitly to the text as the basis for the answers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios Data chat logs Monthly Assessments District's Interim Assessment

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor student Portfolios, benchmark assessments, and data derived from computer-based programs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim assessments, school-wide monthly assessments

Plan to Monitor Effectiveness of G1.B3.S1

RREC will follow the FSIM model by monitoring student portfolios; data chats and provide remediation and adjustments where necessary.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District's Interim Assessment

G1.B4 Students achieving at level 4 and above, and have demonstrated deficiencies in Reporting Category 1: Vocabulary. Students are in need of additional instructional support when determining the meaning of words and phrases as used in a text.

G1.B4.S1 During the reading of appropriate grade level texts, students will engage in enrichment activities such as note taking, paraphrasing, summarizing, and graphic organizers to determine main idea, making inferences, and drawing conclusions.

Action Step 1

Teachers should help students use graphic organizers to see patterns and summarize the main points. Students should cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Administration, Teachers, LA Departmental Chairperson, and Program Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments School-wide monthly assessments Student Portfolios Data Chat Logs

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed

Person or Persons Responsible

Administration, Teachers, LA Departmental Chairperson, and Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments School-wide Monthly Assessments Student Portfolios

Plan to Monitor Effectiveness of G1.B4.S1

Review monthly data reports, share dialogue with teachers, and adjust instructional strategies as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments School-wide Monthly Assessments

G1.B5 Students at RREC scoring at levels 4-6 are deficient in the area of Reading Process as it pertains to the FAA. Students taking FAA require additional support when reading and organizing informational text and text features to perform a task, as it relates to the FAA.

G1.B5.S1 Student will locate, interpret, and organize information

Action Step 1

Provide students with the opportunity to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student Portfolios Lesson Plans I-Ready Monthly Report Monthly Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Review monthly data reports, student work, data chat logs

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

I-Ready Lesson Plans Student Portfolios Monthly Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Monitor student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

I-Ready Unique Learning Monthly Benchmark Assessments

G1.B6 Students at RREC scoring at levels 7-9 are deficient in the area of Literary Analysis as it pertains to the FAA. Students taking FAA require additional support when identifying, analyzing, and applying knowledge of the elements of a variety of literary text, as it relates to the FAA.

G1.B6.S1 Promote the use instructional technology (e.g., I-Ready and Unique Learning) to enrich student reading comprehension skills.

Action Step 1

Infuse technology instruction, affording students opportunities to practice identifying and interpreting elements of story structures within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teacher lesson Plans, I-Ready Usage Reports, Student Work Portfolios

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Review monthly data reports, student work, data chat logs

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

I-Ready Lesson Plans Student Portfolios Monthly Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Monitor student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

I-Ready Reports Monthly Benchmark Assessments

G2. An analysis of the 2012-2103 Postsecondary Readiness data, indicates that there is a need for improvement. The target goal for the 2013-2014 school year is to increase their performance by 10 percentage points.

G2.B1 Students at RREC require additional support in reading to improve post-secondary readiness.

G2.B1.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

Afford students with the opportunity to analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios Lesson Plans Interim Monthly assessment data

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

Monitor student Portfolios, benchmark assessments, and data derived from computer-based programs.

Person or Persons Responsible

Administration Program Specialist Reading Coach Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Interim Monthly assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Monitor student Portfolios, benchmark assessments, and data derived from computer-based programs making instructional adjustments as needed.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim

G3. An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.

G3.B1 Students at Robert Renick are in need of more opportunities to practice writing on various topics as well as remediate the necessary skills needed to incorporate real life experiences into the writing process.

G3.B1.S1 Encourage students to write a narrative that includes a main idea and character.

Action Step 1

Teachers will afford opportunities for students to practice writing using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,

Person or Persons Responsible

All Language Arts teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student graded work Scored prompts Student sample writing(portfolios)

Facilitator:

Reading Coach

Participants:

All Language Arts teachers Reading Coach

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

Review monthly writing prompts

Person or Persons Responsible

Reading Coach LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School-wide Writing Rubric District Iterim Writing Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Review scored monthly writing prompts and monitor progression making adjustments to writing instruction and curriculum as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide Writing Rubric District Interim Writing Assessment

G4. An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.

G4.B1 Black, Hispanic, SWD, and ED Students at Robert Renick did not meet their AMO on the 2013 FCAT 2.0. Students in grades 3-5 exhibited difficulty in the content cluster of Expressions, Equations, and Statistics.

G4.B1.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

Action Step 1

Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student benchmark charts, and portfolios

Facilitator:

District

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Utilize data from reports to monitor student growth charts and portfolios making adjustments on instruction as needed.

Person or Persons Responsible

Assistant Principal Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment from Holt/ McDougal Math Series School-wide Monthly Assessments(Edusoft) Interim Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Utilize data from reports to monitor student progress, making adjustments on instruction as needed.

Person or Persons Responsible

Administration Program Specialist Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

District's Interim Assessment

G4.B2 Students in grade 6, achieving at level 3 proficiency illustrated a deficiency in the Content Cluster of Fractions, Ratios/Proportional Relationships, & Statistics.

G4.B2.S1 Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics

Action Step 1

Students utilize Holt/ McDougal Online Tutoring to acquire problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of ratios, rates, and proportional and non-proportional relationships in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolio Monthly Assessment District Interim Assessment

Plan to Monitor Fidelity of Implementation of G4.B2.S1

During focused walkthroughs, teachers lesson plans, student portfolios, and student benchmark mastery checklist will be reviewed

Person or Persons Responsible

Administration Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student Portfolio Monthly Assessment District Interim Assessment

Plan to Monitor Effectiveness of G4.B2.S1

During focused walkthroughs, teachers lesson plans, student portfolios, and student benchmark mastery checklist will be reviewed

Person or Persons Responsible

Administrationan Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Assessment District Interim Assessment

G4.B3 Students achieving at levels 4-5 did not meet their AMO on the 2013 FCAT. 14% of students at RREC will score at levels 4-5 on the administration of the 2014 Mathematics FCAT.

G4.B3.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Schedule students into the math lab to actively engage in interactive activities to provide practice and extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos reports Student Portfolio School-wide Monthly Assessment District's Interim Assessment

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Review data reports retrieved from Gizmos, teacher lesson plans, student portfolios, and data chat logs.

Person or Persons Responsible

Administration, Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide Assessment District Interim Assessment Student Data Logs

Plan to Monitor Effectiveness of G4.B3.S1

Review data reports retrieved from Gizmos, teacher lesson plans, student portfolios, and data chat logs.

Person or Persons Responsible

Administration Departmental Chairperson Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Monthly Assessment data District Interim Assessment data

G4.B4 According to data from the 2013 FAA, students achieving at levels 4-6, did not meet their target goal. 48% of students at RREC taking the 2014 FAA will score at levels 4-6.

G4.B4.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice as it pertains to the FAA.

Action Step 1

Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios Unique Learning Reports School-wide Monthly Assessments I-Ready Reports

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Review and monitor Unique Learning reports, I-Ready student progress reports, adjusting instruction as needed.

Person or Persons Responsible

Administration Math Teachers Departmental Chairperson Program Specialist.

Target Dates or Schedule

Monthly

Evidence of Completion

I-Ready reports Unique Learning Assessment Reports School-wide Monthly Assessment

Plan to Monitor Effectiveness of G4.B4.S1

Review and monitor Unique Learning, I-Ready reports, and student progress reports; adjusting instruction as needed.

Person or Persons Responsible

Administration Departmental Chairperson Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Monthly Assessment I-Ready Unique Learning

G4.B5 According to data from the 2013 FAA, students achieving at levels 7-9, did not meet their target goal. 30% of students at RREC taking the 2014 FAA will score at levels 7-9.

G4.B5.S1 Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios Monthly Assessments Unique Learning I-Ready

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Review and Monitor Reports from Unique Learning, Student Portfolios, and Lesson plans

Person or Persons Responsible

Administration Math Teachers Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide Monthly Assessment Student work Portfolio Student Data Chat Log

Plan to Monitor Effectiveness of G4.B5.S1

Review and monitor data reports, making instructional adjustments as needed.

Person or Persons Responsible

Administration, Math Teachers, and Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Unique Learning I-Ready reports School-wide Monthly Assessment data

G4.B6 There is a need to increase the performance on the 2014 P.E.R.T. by 10 percentage points.

G4.B6.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Schedule students into the math lab to actively engage in interactive activities to provide practice and extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Gizmos reports Student Portfolio School-wide Monthly Assessment District's Interim Assessment

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Review data reports retrieved from Gizmos, teacher lesson plans, student portfolios, and data chat logs.

Person or Persons Responsible

Math Chairperson Administration Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide Assessment District Interim Assessment Student Data Logs

Plan to Monitor Effectiveness of G4.B6.S1

Review data reports retrieved from Gizmos, teacher lesson plans, student portfolios, and data chat logs.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Assessment District Interim Assessment

G5. An analysis of the 2013 Algebra EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 7 points.

G5.B1 Students at Robert Renick scoring at Level 3 on the 2013 Algebra EOC, are deficient in the area of Functions, Linear equalities, & Inequalities

G5.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat logs School-wide Monthly Assessments Lesson Plans Student portfolios

Facilitator:

District

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor student portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat logs School-wide Monthly Assessments Edusoft reports Gizmos reports

Plan to Monitor Effectiveness of G5.B1.S1

Review and monitor data derived from computer based programs to measure progress

Person or Persons Responsible

Administration Program Specialist Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat logs Interims Edusoft reports Gizmos reports

G5.B2 Students at Robert Renick scoring at Levels 4 and 5 on the 2013 Algebra EOC, are deficient in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations.

Action Step 1

Provide opportunities for students to perform set operations, such as union and intersection, complement, and cross product.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Portfolios Monthly Assessment data

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Monitor student portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

Administration Program Specialist Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat logs School-wide Monthly Assessments Edusoft reports Gizmos reports

Plan to Monitor Effectiveness of G5.B2.S1

Review and monitor data derived from computer based programs to measure progress

Person or Persons Responsible

Administration Program Specialist Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat logs Interims Edusoft reports Gizmos reports

G6. An analysis of the 2013 Geometry EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 3 points.

G6.B1 Students at Robert Renick scoring at Level 3 on the 2013 Geometry EOC, are deficient in the area of Three Dimensional Geometry.

G6.B1.S1 Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

Action Step 1

Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios Teacher lesson plans

Facilitator:

Curriculum Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor student portfolios, teacher lesson plans, and data derived from computer-based programs.

Person or Persons Responsible

Administration Program Specialist Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat logs School-wide Monthly Assessments Edusoft reports Gizmos reports

Plan to Monitor Effectiveness of G6.B1.S1

Review and monitor data derived from computer based programs to measure progress.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat logs Edusoft reports Gizmos reports Interims

G6.B2 Students at Robert Renick scoring at Levels 4 and 5 on the 2013 Geometry EOC, are deficient in the area of Trigonometry and Discrete Mathematics.

G6.B2.S1 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Provide opportunities for students to master the content so they will be able to identify the converse, inverse, and contrapositive of a given statement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans Student Portfolios Monthly Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitor student portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed

Person or Persons Responsible

Administration Program Specialist Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide Monthly Assessments Edusoft reports

Plan to Monitor Effectiveness of G6.B2.S1

Review and monitor data derived from computer based programs to measure progress

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Monthly Assessments Edusoft reports

G7. An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.

G7.B1 Students in grades 5 and 8 enrolled in science are in need of more opportunities for various laboratory experiences.

G7.B1.S1 Utilize science labs within the classroom as well as computer lab for weekly laboratory experiences.

Action Step 1

Teachers will afford opportunities for students to explain science concepts and scientific steps during classroom discussions/ and lab activities in order to reinforce higher order thinking skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios Monthly Mini Assessments Gizmos report Lab Activity Log

Facilitator:

District Department Head Program Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor student lab records and portfolios.

Person or Persons Responsible

Administration Science/Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student portfolios Monthly Mini Assessments Gizmos report Lab Activity Log

Plan to Monitor Effectiveness of G7.B1.S1

During Focused Walkthroughs, student portfolios and lab records will be reviewed and monitored.

Person or Persons Responsible

Administration, Department Chairperson, and Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmos report School based Monthly Assessment Interim Assessment

G7.B2 Students enrolled in Biology scoring at Level 3 are deficient in the content area of Classification, Heredity and Evolution and are in need of focused and explicit instruction in Discovering the theory of evolution, which is supported by the fossil record, comparative anatomy, embryology, biogeography, molecular biology, and observed evolutionary change.

G7.B2.S1 Students will investigate evolution and cell biology through interactive enrichment activities and readings, providing an opportunity to explore learning environments and pedagogy applications that foster student interest, involve students in the research process, advance critical thinking/problem-solving skills, and develop conceptual understanding of biological topics

Action Step 1

Provide students with practice, lab activities, and group projects that include exploration activities on evolutionay change.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects Gizmos reports Monthly Assessments District Interim Assessment

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Review teacher lesson plans, Gizmos reports, Student portfolios and assessment data.

Person or Persons Responsible

Administrators Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmos Monthly Assessments District Interim Assessment

Plan to Monitor Effectiveness of G7.B2.S1

Review teacher lesson plans, Gizmos reports, Student portfolios and assessment data.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Monthly Assessment District Interim Assessment

G7.B3 Students enrolled in Biology scoring at Level 4 and above are deficient in the content area of Classification, Heredity and Evolution and are in need of focused and explicit instruction in Discovering the theory of evolution, which is supported by the fossil record, comparative anatomy, embryology, biogeography, molecular biology, and observed evolutionary change.

G7.B3.S1 Students will investigate evolution and cell biology through interactive enrichment activities and readings, providing an opportunity to explore learning environments and pedagogy applications that foster student interest, involve students in the research process, advance critical thinking/problem-solving skills, and develop conceptual understanding of biological topics.

Action Step 1

Provide students with practice, lab activities, and group projects that include exploration activities on evolutionay change.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects Gizmos reports Monthly Assessments District Interim Assessment

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Review teacher lesson plans, Gizmos reports, Student portfolios and assessment data.

Person or Persons Responsible

Administration Science Department Chairperson Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Projects Gizmos reports Monthly Assessments District Interim Assessment

Plan to Monitor Effectiveness of G7.B3.S1

Review teacher lesson plans, Gizmos reports, Student portfolios and assessment data.

Person or Persons Responsible

Administration Program Specialist Department Head

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessment School-wide Monthly Assessments

G8. Based on the analysis of the 2013 school data in the area of STEM, Robert Renick will increase the integration of common core curriculum, science and technology across all core subjects.

G8.B1 STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content

G8.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc.

Action Step 1

Students will engage in inquiry-based learning activities developing through higher order thinking processes, creating scientific projects. Teacher will guide students through this process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Projects Fairchild Challenge Science Fair and Expositions School-Based Benchmark Assessments District Interim Assessment data reports Gizmos Lab Reports

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Person or Persons Responsible

Administration Science/Math Department Head Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School-Based Benchmark Assessments District Interim data assessment reports Gizmos Lab Reports

Plan to Monitor Effectiveness of G8.B1.S1

Science related field trip logs, lab experiments, Science Projects, and Youth Fair Exposition entries.

Person or Persons Responsible

Administration Science/Math Department Head Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessment

G9. Robert Renick Educational Center will promote Career Pathways and programs of study in an effort to provide and create an educational environment that integrates core academics with real-world relevance.

G9.B1 There is a need to increase the percentage of students enrolled in career technical education pathways and accelerated courses.

G9.B1.S1 Enroll students in vocational ed. classes of interest with preparation for transitional/ post - graduation goals.

Action Step 1

Identify students who are interested in technical/voc. ed careers, and/or have reached their thirteenth year of high school.

Person or Persons Responsible

Guidance Counselor Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Career Interest Survey Master Schedule

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monitor student enrollment in programs, student schedules, and field experience log.

Person or Persons Responsible

Administration Program Specialist Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Field Instruction Log Master Schedule Teacher Class list Student's IEP

Plan to Monitor Effectiveness of G9.B1.S1

Review field experience log, student portfolios, and students' IEP .

Person or Persons Responsible

Guidance counselor Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Master Schedule Teacher class list Individual Educational Plan

G10. An analysis of the 2013 Social Studies E.O.C Assessment data indicates that there were not enough of students in this group to yield scores. The goal for the 2014-2015 school year is to increase the percentage of students achieving at level 3.

G10.B1 Students achieving at level 3 are in need of additional support in Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

G10.B1.S1 Teachers will afford students with opportunities to identify and illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., “We the People...”

Action Step 1

Ensure that all Civics students participate in the District’s baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students’ weak areas of benchmark mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Assessment Monthly Assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Review District’s baseline, winter, and spring interim assessments and data from said assessments to shape instructions and address students’ weak areas of benchmark mastery making instructional adjustments as needed.

Person or Persons Responsible

Administrators Reading Coach Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessment District's Interim Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Review District's baseline, winter, and spring interim assessments and data from said assessments to shape instructions and address students' weak areas of benchmark mastery making instructional adjustments as needed.

Person or Persons Responsible

Administration Reading Coach Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Assessment District's Interim Assessment

G10.B2 Students achieving at level 4 and above are in need of additional support in Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

G10.B2.S1 Teachers will afford students with opportunities to identify and analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process by creating a mock courtroom within the classroom using scenarios given by the teacher.

Action Step 1

Student will construct a mock courtroom within the classroom to recreate the political process of America.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student Portfolios Monthly Assessment District Assessment

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Review lesson plans, Student portfolios, and focused classroom walkthrough.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessment District Assessment Student Portfolios

Plan to Monitor Effectiveness of G10.B2.S1

Review lesson plans, Student portfolios, and focused classroom walkthrough.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly assessment District Interim Assessment

G10.B3 Students scoring at the middle third are in need of additional support in the content area of: The U.S. and Defense of the International Peace.

G10.B3.S1 Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Students will be afforded the opportunity to emphasize on problem solving and inquiry-based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios Lesson Plans

Facilitator:

District

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Review and monitor student portfolios, teacher lesson plans, and data derived from school-wide monthly assessments.

Person or Persons Responsible

Administration Reading Coach Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly assessment data Interims Student Portfolios

Plan to Monitor Effectiveness of G10.B3.S1

Monitor data derived from Edusoft to measure progress and make instructional adjustments as needed.

Person or Persons Responsible

Administration Program Specialist Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Assessment Data Interim

G10.B4 Students scoring at the upper third are in need of additional support in the content area of: Late Nineteenth and Early Twentieth Century, 1860-1910.

G10.B4.S1 Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folder

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Monitor student portfolios, teacher lesson plans, and assessment data derived from Edusoft.

Person or Persons Responsible

Administration Program Specialist Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly assessment data Interim Student Portfolios

Plan to Monitor Effectiveness of G10.B4.S1

Review and monitor data derived from Edusoft program to monitor and measure progress, adjusting instruction as needed.

Person or Persons Responsible

Administration Program Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

School-wide Monthly Assessments Interim

G11. An analysis of the 2012- 2013 EWS report indicated that 45% of the total student population missed 10 % or more of instructional time. The target goal for the 2013-2014 school year is to decrease the percentage to 44%.

G11.B1 Attendance is affected by transit and mobility issues derived by students living in various areas of Miami Dade County.

G11.B1.S1 Robert Renick will target students accumulated 15 or more days within a 90 day period.

Action Step 1

Schedule parent /student conference in an attempt to initiate a contract as well as completing a truancy packet targeting student attendance.

Person or Persons Responsible

Administration Counselors Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Truancy Log Student Contract log Attendance Bulletin Parental Contact Log

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Monitor and review school attendance bulletin and truancy reports.

Person or Persons Responsible

Administration Counselors Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Attendance report (COGNOS)

Plan to Monitor Effectiveness of G11.B1.S1

Monitor and review school attendance and truancy reports

Person or Persons Responsible

Administration Counselors Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS Reports

G11.B2 Students at Robert Renick Ed. Center are in need of an increase in attendance; in an effort to decrease the retention rate and the percentage of students with a GPA of 2.0 or less.

G11.B2.S1 Robert Renick will target students accumulated 15 or more days within a 90 day period.

Action Step 1

Schedule parent /student conference in an attempt to initiate a contract as well as completing a truancy packet targeting student attendance.

Person or Persons Responsible

Administration Counselors Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

. Truancy Log Student Contract log Attendance Bulletin Parental Contact Log

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Monitor and review school attendance and truancy reports Administration

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance report (COGNOS)

Plan to Monitor Effectiveness of G11.B2.S1

Monitor and review school attendance and truancy reports

Person or Persons Responsible

Administration Counselors Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Report (COGNOS)

G11.B3 There is a need to minimize behavioral referrals written based on student walkouts, in an effort to decrease suspension by 1 percentage point.

G11.B3.S1 Infuse positive behavioral support strategies to increase the exhibition of desired behaviors.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Point Sheets Walk out log Student Incident Report log

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Review Intervention Reports and PBS Student Activity logs

Person or Persons Responsible

Administration Team Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

SIR/RTIB reports

Plan to Monitor Effectiveness of G11.B3.S1

Review Intervention Reports and PBS Student Activity logs

Person or Persons Responsible

Administration PBS Facilitator

Target Dates or Schedule

Quarterly

Evidence of Completion

Suspension Report

G11.B4 Students in 6th-9th grade are in need of additional support, in an effort to decrease students failing two or more courses.

G11.B4.S1 Reading coach will assist classroom teachers in the implementation of various instructional strategies in order to increase student academic success.

Action Step 1

Utilize instructional strategies that will help students build stronger arguments to support their answers.

Person or Persons Responsible

Reading Coach Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Portfolios Reading Coach Intervention Logs

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Monitor student portfolios and benchmark assessment results

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Coach Intervention Logs Interim Assessments

Plan to Monitor Effectiveness of G11.B4.S1

Monitor student portfolios and benchmark assessment results

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

* Title I, Part D-

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

* Title II -

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

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

* Title III-

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

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

- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

* Title VI, Part B-

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

* Supplemental Academic Instruction (SAI)

RREC will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEPP) allocation.

* Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

* Nutrition Programs

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

* CTE

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

* Job Training-

N/A

* OtherHealth Connect in Our Schools

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

•Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

•HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

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

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

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

HIV/AIDS Curriculum: AIDS Get the Facts!

N/A

Miami Lighthouse / Heiken Children's Vision Program

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.

G3.B1 Students at Robert Renick are in need of more opportunities to practice writing on various topics as well as remediate the necessary skills needed to incorporate real life experiences into the writing process.

G3.B1.S1 Encourage students to write a narrative that includes a main idea and character.

PD Opportunity 1

Teachers will afford opportunities for students to practice writing using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,

Facilitator

Reading Coach

Participants

All Language Arts teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student graded work Scored prompts Student sample writing(portfolios)

G4. An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.

G4.B1 Black, Hispanic, SWD, and ED Students at Robert Renick did not meet their AMO on the 2013 FCAT 2.0. Students in grades 3-5 exhibited difficulty in the content cluster of Expressions, Equations, and Statistics.

G4.B1.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

PD Opportunity 1

Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons

Facilitator

District

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student benchmark charts, and portfolios

G5. An analysis of the 2013 Algebra EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 7 points.

G5.B1 Students at Robert Renick scoring at Level 3 on the 2013 Algebra EOC, are deficient in the area of Functions, Linear equalities, & Inequalities

G5.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

PD Opportunity 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Facilitator

District

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat logs School-wide Monthly Assessments Lesson Plans Student portfolios

G6. An analysis of the 2013 Geometry EOC data indicates that there is a need to increase the percentage of students scoring at or above proficiency. The target goal for the 2013-2014 school year is to improve the percentage achieving proficiency by 3 points.

G6.B1 Students at Robert Renick scoring at Level 3 on the 2013 Geometry EOC, are deficient in the area of Three Dimensional Geometry.

G6.B1.S1 Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

PD Opportunity 1

Provide statements and reasons in formal or informal proofs of a geometric idea and provide an example that supports a conjecture.

Facilitator

Curriculum Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios Teacher lesson plans

G7. An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.

G7.B1 Students in grades 5 and 8 enrolled in science are in need of more opportunities for various laboratory experiences.

G7.B1.S1 Utilize science labs within the classroom as well as computer lab for weekly laboratory experiences.

PD Opportunity 1

Teachers will afford opportunities for students to explain science concepts and scientific steps during classroom discussions/ and lab activities in order to reinforce higher order thinking skills.

Facilitator

District Department Head Program Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios Monthly Mini Assessments Gizmos report Lab Activity Log

G10. An analysis of the 2013 Social Studies E.O.C Assessment data indicates that there were not enough of students in this group to yield scores. The goal for the 2014-2015 school year is to increase the percentage of students achieving at level 3.

G10.B3 Students scoring at the middle third are in need of additional support in the content area of: The U.S. and Defense of the International Peace.

G10.B3.S1 Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

PD Opportunity 1

Students will be afforded the opportunity to emphasize on problem solving and inquiry-based learning.

Facilitator

District

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	An analysis of the 2012-2013 Reading FCAT 2.0 data indicates that 5% of students achieved at Level 3. The target goal for the 2013-2014 school year is to increase the amount of students achieving at level 3 by 31 percentage points to 36%.	\$300
G3.	An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.	\$200
G4.	An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.	\$350
G7.	An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.	\$150
G8.	Based on the analysis of the 2013 school data in the area of STEM, Robert Renick will increase the integration of common core curriculum, science and technology across all core subjects.	\$500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$1,500
Total		\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. An analysis of the 2012-2013 Reading FCAT 2.0 data indicates that 5% of students achieved at Level 3. The target goal for the 2013-2014 school year is to increase the amount of students achieving at level 3 by 31 percentage points to 36%.

G1.B1 Black, Hispanic, ED, and SWD students at RREC are in need of additional instructional support in the area of Literary Analysis and understanding elements of written literature, as noted on the 2013 FCAT 2.0.

G1.B1.S1 Provide students with opportunities to locate and analyze the elements of plot structure within a variety of literary text.

Action Step 1

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise. Teachers will encourage students to read a variety of literature.

Resource Type

Evidence-Based Program

Resource

Composition Books

Funding Source

Title I

Amount Needed

\$300

G3. An analysis of the 2013 Writing FCAT data indicates that 10% of the students tested scored at or above 3.5. The target goal for the 2013-2014 school year is to improve students achieving at levels 3.5-6.0 by 9 percentage points to 19%.

G3.B1 Students at Robert Renick are in need of more opportunities to practice writing on various topics as well as remediate the necessary skills needed to incorporate real life experiences into the writing process.

G3.B1.S1 Encourage students to write a narrative that includes a main idea and character.

Action Step 1

Teachers will afford opportunities for students to practice writing using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,

Resource Type

Evidence-Based Program

Resource

Incentives for increasing reading levels on Reading Plus

Funding Source

Title I

Amount Needed

\$200

G4. An analysis of the 2013 Mathematics FCAT data indicates that 21% of students tested scored at or above level 3. The target goal for the 2013-2014 school year is to improve student achieving at level three proficiency by 27 percentage points to 48%.

G4.B1 Black, Hispanic, SWD, and ED Students at Robert Renick did not meet their AMO on the 2013 FCAT 2.0. Students in grades 3-5 exhibited difficulty in the content cluster of Expressions, Equations, and Statistics.

G4.B1.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects.

Action Step 1

Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons

Resource Type

Evidence-Based Program

Resource

Colored paper

Funding Source

Title I

Amount Needed

\$200

G4.B5 According to data from the 2013 FAA, students achieving at levels 7-9, did not meet their target goal. 30% of students at RREC taking the 2014 FAA will score at levels 7-9.

G4.B5.S1 Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

Resource Type

Evidence-Based Program

Resource

Graphing Calculators

Funding Source

Title I

Amount Needed

\$150

G7. An analysis of the 2012-2013 FCAT Science Test data indicate that there were not enough of students in this group to yield scores. However, students will increase in their performance from the previous school year.

G7.B1 Students in grades 5 and 8 enrolled in science are in need of more opportunities for various laboratory experiences.

G7.B1.S1 Utilize science labs within the classroom as well as computer lab for weekly laboratory experiences.

Action Step 1

Teachers will afford opportunities for students to explain science concepts and scientific steps during classroom discussions/ and lab activities in order to reinforce higher order thinking skills.

Resource Type

Evidence-Based Program

Resource

Manipulatives

Funding Source

Title I

Amount Needed

\$150

G8. Based on the analysis of the 2013 school data in the area of STEM, Robert Renick will increase the integration of common core curriculum, science and technology across all core subjects.

G8.B1 STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content

G8.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc.

Action Step 1

Students will engage in inquiry-based learning activities developing through higher order thinking processes, creating scientific projects. Teacher will guide students through this process.

Resource Type

Evidence-Based Program

Resource

3 Fold Project Display Boards

Funding Source

Title I

Amount Needed

\$500