Robert Renick Educational Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Robert Renick Educational Center

2201 NW 207TH ST, Opa Locka, FL 33056

http://robertrenick.dadeschools.net/

Demographics

Principal: Aisha Marrero

Start Date for this Principal: 7/15/2022

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

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Robert Renick Educational Center (RREC) provides students with access to research-based curriculum delivered through a variety of teaching practices which is infused with technology. RREC infuses therapeutic strategies into all aspects of the school to insure that the needs of its students are being met both academically and emotionally.

Provide the school's vision statement.

Robert Renick Educational Center (RREC) is a school for students with emotional/behavioral disabilities that strives to encompass the needs of the whole child by offering an integrated educational and therapeutic approach to our students and their families.

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

Robert Renick Educational Center is a specialized center for students with emotional/ behavioral disabilities (E/BD). Our school offers an integrated educational and therapeutic approach through collaborative treatment planning. This multidisciplinary approach requires structure and sensitivity to the multiple needs of our E/BD students and their families. In an effort to create a genuine collaborative culture between our teachers, parents and students, we infuse a student/parent share program quarterly entitled, "You R Not Alone", which affords families an opportunity to learn about the various resources and issues that may be pertinent to the child's safety, academic progress, and emotional needs. Teachers use daily monitoring progress notes to maintain contact with parents/guardians to bridge the gap between home and school. Progress notes are provided to parents with helpful hints on supporting their children within the educational setting. The continued support between faculty and parents ensures collaboration and builds positive relationships. We are a Positive Behavioral Support (PBIS) school. Our behavioral system is used school wide and extends into the classrooms, cafeteria, and bus. All classroom teachers follow a point and level system. Teachers award points each period based on the students' behavior and academic task completion. All of our students have been identified as having an Emotional/Behavioral Disability which requires daily monitoring; as each of our students receive a point sheet/daily progress note which is based on their IEP goals. The behaviors that are monitored are also consistent with the students' behavioral intervention plan (BIP), and is revisited on a monthly basis for modification if needed. By utilizing this level system and defining clear expectations at the onset of the school year allows us to minimize distractions and keep students engaged during instruction. The PBIS team has established clear protocols for students that are in need of disciplinary action. A tiered system helps teachers, counselors, and administration determine the appropriate intervention necessary to deescalate situations that may arise. Every staff member is trained in Safe Crisis Management to ensure the safety of our students as well as the staff.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Marrero, Aisha	Principal	As the school's principal, Mrs. Marrero provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mrs. Marrero establishes high expectations for all students, and ensures that the school based team is implementing Multi-Tiered System of Supports (MTSS).
Somoza, Nicole	Assistant Principal	Mrs. Somoza works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff implementation of tiered instruction, process of administering assessments, and the alignment of professional development to meet faculty needs.
Berenguer, Laura	Teacher, ESE	Self-contained, high school, ESE Teacher of ACCESS students. Also a team leader for the InD and ASD department.
Cordero, Sarai	Other	Program Specialist who makes sure all IEPs are in compliance. Also, schedules interims and transition meetings and works with outside providers.
Hollerman, Natasha	Attendance/ Social Work	As a school social worker, Mrs. Hollerman is an important part of the MTSS Team that uses data-based problem solving to integral academic and behavioral instruction and interventions. She provides support to individuals and small groups of students.
Jackson, Joy	Teacher, K-12	ESE music teacher who renders services to students in grade K-12. Additionally, she is the middle school team leader and heads our Positive Behavior Interventions and Supports (PBIS) efforts.
Jefferson, David	Dean	Dean of Discipline and Industry Arts teacher. Mr. Jefferson is responsible for handling disciplinary referrals and providing structure and guidance in the CSI room.
Stewart, Vanessa	Staffing Specialist	Dr. Stewart schedules and holds meetings to ascertain if we are the proper placement for a given child. She is a member of the M-Team that determines is a child is appropriate for Robert Renick Educational Center which is the most restrictive educational placement in M-DCPS.
Wrentz, Scherita	Teacher, ESE	Science teacher and grade level chair, Ms. Wrentz acts as the liaison for her grade level and supports the implementation of the MTSS process. She is also the Testing Chairperson

Name	Position Title	Job Duties and Responsibilities
		and is responsible for making sure staff are appropriately trained and adhere to the legal testing guidelines.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Friday 7/15/2022, Aisha Marrero

Total number of students enrolled at the school.
37

Total number of teacher positions allocated to the school.
13

Number of teachers with professional teaching certificates?
13

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
11

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	2	3	1	1	2	3	3	9	18	42
Attendance below 90 percent	0	0	0	0	2	1	1	0	2	1	4	5	7	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	1	1	3	0	3	10
Course failure in Math	0	0	0	0	1	0	0	0	0	0	3	0	1	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	2	2	0	4	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	1	0	2	2	2	4	0	13
Number of students with a substantial reading deficiency	0	0	0	0	2	2	0	0	3	2	3	5	7	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	1	0	2	3	3	5	4	20

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/16/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	1	6	2	4	4	3	5	7	13	45
Attendance below 90 percent	0	0	0	0	1	6	0	3	3	3	3	5	6	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	3	2	2	1	1	10
Course failure in Math	0	0	0	0	0	0	0	1	1	0	1	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	3	2	1	1	1	3	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	4	3	1	1	1	3	14
Number of students with a substantial reading deficiency	0	0	0	0	0	6	0	4	3	2	4	5	10	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	4	4	2	2	1	8	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	1	1	1	8	13
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	1	1	6	10

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	67%	-67%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	69%	-69%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	41	69		37	40		25	50			
BLK	50										
FRL	38	67		37	40		25	50			
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	44		5	27						
BLK	25	45		7							
FRL	25	44		5	27						
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50		19	23		45				
BLK	35	50		20	27						
FRL	30	50		19	23		45				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	6
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Since Robert Renick Educational Center is an ESE center school for students with emotional/ behavioral disabilities, 100% of our student population are students with a disabilities, therefore trend data is not as evident due to the small percent of students taking state exams. 98% of the student population are economically disadvantaged with a 96% minority rate. Providing quality instruction to our student population with diverse needs using data-driven instruction is crucial for their overall social-emotional and educational growth. Providing teachers with support for blended learning when teaching students with disabilities during common planning, team meetings, department meetings and cross-curricular planning meetings will help to ensure that instruction is implemented accurately and also with fidelity.

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

Robert Renick Educational Center received a Commendable rating from the FLDOE. This is an improvement from the 2020-2021 FLDOE rating of Maintaining. The state lists a 71% increase in learning gains for English/Language Arts and a 46% increase in learning gains for Mathematics with the school earning 59% total school improvement rating percent of points which earned a commendable rating (50% or greater). The School improvement ratings are calculated for alternative schools and exceptional student education (ESE) center schools that choose to receive a school improvement rating in lieu of a school grade, as defined in Rule 6A-1.099822, Florida Administrative Code (F.A.C.), Rule 6A-1.099828, F.A.C., and under the authority of Sections 1008.341 and 1008.3415, Florida Statutes (F.S.). A school that selects a school improvement rating is assigned a rating of Commendable, Maintaining, or Unsatisfactory, if it has sufficient data for at least one learning gains component. Additionally, utilizing iReady AP diagnostic data, all elementary students exhibited a 1 grade level increase from AP 1 to AP 3 in both reading and math. This data is comprised of 3 students.

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

Due to our specialized student population and enrollment, the only significant data that can be used is the 5th grade Spring ELA as 2 students participated in testing. The data showed that 0% of students were proficient on the iReady diagnostic and midyear assessments. However, utilizing iReady AP diagnostic data, all elementary students exhibited a 1 grade level increase from AP 1 to AP 3 in both reading and math. This data is comprised of 3 students. This was accomplished by holding common planning, team meetings, department meetings, and cross-curricular planning meetings with fidelity.

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

Robert Renick Educational Center received a Commendable rating from the FLDOE. This is an improvement from the 2020-2021 FLDOE rating of Maintaining. The percentage of fifth grade students scoring below Level 3 on the 2021 statewide, standardized English Language Arts assessment is 100%. This data is derived from 2 students.

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

First, meeting each child's social-emotional needs is the first crucial strategy that needs to be implemented before any acceleration in learning can occur. This occurs by having weekly counseling sessions, counselor-on-call when needed, and having the students work with the highly trained teachers and paraprofessionals at the school site. Additional training on student engagement, de-escalation strategies and differentiated instruction will assist faculty and staff with addressing each child's needs.

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

Professional development sessions that are geared towards differentiated instruction and meeting the social-emotional needs of the students will be implemented to best address their significantly unique needs. Professional development sessions incorporating de-escalation strategies and Safe Crisis Management will also be implemented.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The three year trend for FSA ELA proficiency shows a 4% increase from 2019 to 2022 (10% to 15%), however the school still is far below the district proficiency average by 42%. Additionally, the three year trend for social studies EOC proficiency shows a 27% increase, however the school still is far below the district proficiency average by 46%. For math, the FSA 2022 indicated 33% learning gains, which is 33% below the district average. The 2020-2021 School Climate Survey results (on PowerBI) indicated 69% of staff strongly agreed or agreed with the statement: "I feel students are deficient in basic academic skills". The 2021-2022 School Climate Survey results (on PowerBI) indicated that 53% of teachers strongly agreed with or agreed the statement: "I feel students are deficient in basic academic skills". This indicted that teachers still feel that students are not reaching academic milestones needed to obtain positive student achievement and growth. More effort needs to be put forth in differentiation practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing differentiation strategies listed, more than 50% of staff will strongly agree with or agree with the statement, "I feel students are deficient in basic academic skills" as indicated on the 2022-2023 School Climate Survey results (on PowerBi). Additionally, the three year tread will show a 20% increase for ELA, Math and the social studies.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Professional development sessions, Rattler Best Practices Thursdays, monitoring department, team and cross-curriculum meeting agendas and sign-in sheets, teacher attendance of district held DI professional development sessions, evidence of differentiated instruction in lesson plans and during administrative walk-throughs.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	To increase teacher knowledge and understanding of students' strengths and weaknesses so that a greater level of student achievement can be obtained as it pertains to basic academic skills and progress.

used for selecting
this strategy.

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

August 17,2022 - Ongoing
Presenting best practices based on data collection, differentiated instruction, and implementation will occur monthly during Rattler Best Practices sessions.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

Provide Safe Crisis Management (SCM) training (scheduled for 11/08/22) to all staff. This training reviews the importance of recognizing, understanding, and utilizing IEP student data and the implications of childhood trauma as it pertains to providing both social-emotional and academic support to each child.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 17,2022 - Ongoing
Monitoring the implementation of differentiation strategies through common planning, team meetings, department meetings and cross-curricular planning meetings.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 17, 2022 - Ongoing
Utilizing IEP data effectively in the classroom to assist with individual student needs will be reviewed and analyzed during common planning, team meetings, department meetings so that instruction may be adapted to best accommodate each student.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

October 31, 2022 - Ongoing
Specific strategies regarding differentiated instruction will be presented to faculty bi-monthly during Thursday meetings.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

October 31-December 16, 2022
Provide the physical piece of the Safe Crisis Management (SCM) training (scheduled for 11/8/22) to all staff. Participants must complete the independent study work which is composed of viewing a series of recorded webinars, responding to quizzes, short answer written activities, and receiving a passing score on the test prior to attending the face-to face session. This training reviews not only the importance of utilizing IEP student data and the implications of childhood trauma as it pertains to providing both social-emotional and academic support to each child but also de-escalation strategies and safety techniques.

Person Responsible	Aisha Marrero (amarrero@dadeschools.net)

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

progress
monitoring the
impact of the Area
of Focus as it
relates to all ESSA
subgroups not
meeting the 41%
threshold according
to the Federal
Index.

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The math 2022 FSA indicated 35% learning gains, which is 26% below the district average. The 2020-2021 School Climate Survey results (on PowerBI) indicated 44% of students strongly agreed with the statement: "My teachers make me want to learn". The 2021-2022 School Climate Survey results (on PowerBI) indicated 84% of students strongly agreed with the statement: "my teachers make me want to learn". This is a 40 percentage point increase. In order to continue to successfully make learning and behavioral gains, we must strive to make connections with our fragile student population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementing differentiation strategies listed, more than 85% of students will strongly agree with or agree with the statement, "my teachers make me want to learn" as indicated on the 2022-2023 School Climate Survey results (on PowerBi). Additionally, there will be a 20% in proficiency for the Algebra I EOC assessment .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of meeting agendas and sign-in sheets, data, monitoring of student engagement gathered by student participation grades and/or the implementation of a brief monitoring tool.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The promotion of the PBIS program will increase positive student behavior and engagement by providing consistent, obtainable, and valued incentives which is imperative to our fragile student population. This directly impact our student engagement, behavioral expectations, as well as physical and emotionally expectations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These specific strategies were chosen to enhance the understanding and improve teacher strategies for engaging the learner across all curriculums.

Action Steps to Implement:

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

August 17, 2022-Ongoing
Teachers will participate in "Rattler Best Practices Thursdays" by sharing a student engagement practice as evidenced by meeting agendas and sign-in sheets.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

School-led professional development sessions will be facilitated based on student engagement and student de-escalation strategies scheduled for 9/26/2022.

Person Responsible	Aisha Marrero (amarrero@dadeschools.net)

August 17, 2022-Ongoing
Implementation of the "Positive Renick Energy Bus" initiative will take place with daily reminders,

affirmations, motivational techniques and treats to improve student engagement and overall positive replacement behavior during morning announcements and "Renick Live".

Person Responsible	Joy Jackson (068540@dadeschools.net)

August 17, 2022-Ongoing
Leadership team will monitor the implementation of school-led professional development sessions and "Rattler Best Practices" sessions to promote increased student engagement.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

October 31, 2022 - Ongoing
Cross curriculum events and Homeroom activities led by trained counselors to increase student engagement will be held quarterly. 1st marking period - Hispanic Heritage Month Showcase; second marking period - culture walk; 3rd marking period - Black History Showcase; 4th marking period - Earth Summit

Person Responsible	Natasha Hollerman (hollerman@dadeschools.net)

October 31, 2022 - Ongoing
The Energy Bus Action Plan will be developed during interactive PD session monthly with faculty and staff. Each rule will and action plan steps will also be reviewed with the students during morning announcements and during Homeroom. Mini lessons will be available for the teachers to review with their students.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

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

#3. Other specifically relating to Positive Culture and Environment specifically relating to Empower Teachers and Staff

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2020-2021 School Climate Survey results (on PowerBI) indicated 44% of staff strongly agreed or agreed with the statement, "I feel that staff morale is high at my school". The 2021-2022 School Climate Survey results (on PowerBI) indicated 30% of staff strongly agreed or agreed with the statement, "I feel that staff morale is high at my school." This is a 14 percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing incentives and initiatives to empower teachers and staff, more than 50% of staff will strongly agree with or agree with the statement, "I feel that staff morale is high at my school" as indicated on the 2022-2023 School Climate Survey results (on PowerBi).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly and monthly incentives as well as positive Energy Bus initiatives/trainings will be implemented with fidelity throughout the school year. This will be monitored by leadership meeting agendas, PBIS monthly calendar, and monthly school calendar of events.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By continuing to increase staff, student, and school morale, these strategies will promote positive student behavior and student engagement and the decrease of disciplinary referrals. Thus, this will promote a more positive work environment and positive energy throughout the school building.

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

August 17, 2022-Ongoing
Positive monthly mantras will be posted in the main office and various incentives (i.e. treats) will be given to staff/student to support the positive monthly mantra.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 17, 2022-Ongoing
Continued positive promotion of the PBIS program to increase positive student behavior and engagement by providing consistent, obtainable, and valued incentives.

Person Responsible	Joy Jackson (068540@dadeschools.net)

August 17, 2022-Ongoing
Recognizing staff birthdays as well as staff achievements and celebrating staff milestones will continue to be implemented.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

August 17, 2022-Ongoing
Increase implementation of school-wide weekly affirmations that are read during morning announcements

and
the continued implementation of "Rattler Morning Live" morning announcements.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

October 31, 2022 - Ongoing
Increase the number of PBIS activities to which various staff members play an integral role to enhance overall participation and thus increased ownership.

Person Responsible	Joy Jackson (068540@dadeschools.net)

October 31, 2022 - Ongoing
Provide opportunities for all faculty members to present at Rattler Best Practices Thursdays where they may share the knowledge of educational practices that they have gained while attending professional development session with their peers.

Person Responsible	Nicole Somoza (nsomoza@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Empowering teachers and staff will enable them to flourish in their careers and become happier at work, which will have a direct impact on the students.

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019-2020 School Climate Survey results (on PowerBI) indicated 32% of teachers strongly agreed with the statement, "I feel satisfied concerning my career at this school." The 2020-2021 School Climate Survey results (on PowerBI) indicated 25% of teachers strongly agreed with the statement, "I feel satisfied concerning my career at this school." The 2021-2022 School Climate Survey results (on PowerBI) indicated 29% of teachers strongly agreed with the statement, "I feel satisfied concerning my career at this school". Even though there was a 4% increase in percentage points form 2020-2021 to 2021-2022 there still is a 3% decrease from 2019-2020. It is vital for teachers to feel satisfied with their careers at the school site. This is especially important to retain teachers with an understanding of our specialized ESE population in order to best service our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing specific strategies to improve career satisfaction at Robert Renick Educational Center, more than 40% of teachers will strongly agree with the statement, "I feel satisfied concerning my career at this school" as indicated on the 2022-2023 School Climate Survey results (on PowerBi).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by administrative walk-throughs and teacher/staff check-ins to ascertain if any assistance is needed build career satisfaction at the school site. Monitoring of teacher/staff selected professional development sessions to promote career satisfaction will also take place. Teachers will also be encouraged to attend professional development sessions relating to their core subject areas or any topics relating to their students.
Person responsible for monitoring outcome:	Nicole Somoza (nsomoza@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increasing communication between teacher leaders to ensure the alignment of a shared vision/mission and to address any career concerns that may have arisen within each department or team.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy was selected to assist in improving career satisfaction as well as assisting staff in achieving career aspirations specific to each individual staff member. By motivating more teacher leaders to aspire to reach new goals will help to improve career satisfaction among staff.

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

August 17 - Ongoing
Provide increased administrative support to faculty and staff during all aspect of learning by "checking in" on a weekly basis and increase attendance of both department and team meetings.

Person Responsible   Nicole Somoza (nsomoza@dadeschools.net)

August 17 - Ongoing
Department chairpersons will motivate members to participate in leading monthly "Rattler Best Practices Thursdays."

Person Responsible   Nicole Somoza (nsomoza@dadeschools.net)

August 17, 2022-Ongoing
Increase opportunities for teachers to participate in shared decision making through leadership and department meetings.

Person Responsible   Nicole Somoza (nsomoza@dadeschools.net)

August 17, 2022-Ongoing
Teachers will be given the opportunity to attend professional development sessions based on their concentration area(s) throughout the school year.

Person Responsible   Aisha Marrero (amarrero@dadeschools.net)

October 31, 2022 - Ongoing
Leadership guidance will take place with administrative mentorship to guide instructional and non-instructional staff in reaching their desired career goals in education.

Person Responsible   Nicole Somoza (nsomoza@dadeschools.net)

October 31, 2022 - Ongoing
Shared decision making will continue to evolve within the leadership team to develop innovative ways to address classroom concerns and deficiencies to improve the overall functioning of the educational programs.

Person Responsible   Aisha Marrero (amarrero@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Teacher career satisfaction may impact teacher motivation which may in turn have significant ties to student growth and achievement.

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We have not had any K-2 students for the 2019-2020 or 2020-2021 school years.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The percentage of fifth grade students scoring below Level 3 on the 2021 statewide, standardized English Language Arts assessment is 100%. This data is derived from 2 students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

By implementing BDA reading strategies, 60% of the 3-5 fifth grade students will score a level 3 or higher on the most applicable 2022-2023 statewide, standardized English Language Arts Assessment (on PowerBi).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored by tracking i-Ready usage and testing result, review of student grades and progress during IEP meetings, RT meetings, parent conferences and weekly, and department meetings, faculty participation in District lead trainings and weekly collaboration with ELA department members.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Concepcion, Jessica, jconcepcion@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

By effectively utilizing BDA reading strategies we hope to maximize possible achievement for all learners. Our students (grades 3-5) are all reading below grade level and are not active and strategic readers, which indicates the need for BDA reading strategy implementation. By having teachers attend available District and school lead professional development sessions encompassing BDA strategies will enable our instructional staff to provide high quality instruction.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Teacher will provide daily small group sessions targeting student strengths and weaknesses.	Somoza, Nicole, nsomoza@dadeschools.net
Daily read alouds will be implemented to assist in student fluency and comprehension.	Somoza, Nicole, nsomoza@dadeschools.net
A minimum of 60 minutes of i-Ready per week for each student will be monitored.	Concepcion, Jessica, jconcepcion@dadeschools.net
Library usage will also be implemented to promote pleasurable reading.	Concepcion, Jessica, jconcepcion@dadeschools.net
October 31, 2022 - Ongoing Teacher leader will continue to develop Dyslexpert information at Rattler Best Practices sessions and will implement reading strategies in the classroom.	Concepcion, Jessica, jconcepcion@dadeschools.net
October 31, 2022 - Ongoing Students have adopted a cow through the "Adopt a Cow Program" to where an interactive reading curriculum will be used to entice students to read at various levels and complexities. They will learn how farms operate and how dairy products are brought into their homes.	Concepcion, Jessica, jconcepcion@dadeschools.net

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

To promote positive school culture, weekly Renick Live Morning Announcements will be completed as well as weekly Renick Affirmations. They will be shared via morning announcements, emails and posted in classrooms. Robert Renick Educational Center has adopted the "Renick Energy Bus" as the school year theme. This focuses on the power of positive thinking and how it can change your life (i.e. we are Chief Energy Officers
((CEOs)) of our own buses). Posters are hung around the school and in classrooms to promote positive thinking. "10 Rules for the Ride of your Life" is also reviewed daily. Each rule will also be reviewed monthly at staff meetings. Thankful Thursdays will occur every Thursday. Lunch, of their choice, are bought for staff members selected at random. Additionally, the Caught Being Good Initiative continues to be implemented as staff are provided with blue slips and when students perform positive tasks a slip is filled out with their name and placed in a raffle box. Every Wednesday, four student names are randomly selected and a Wendy's meal is provided for each student. Also, Rattler Monthly Mantras are posted and staff/student treats are provided to promote a positive school culture. Rattler Best Practice Thursdays will take place. These sessions will allow staff to share their own classroom best practices with their peers. Furthermore, PBIS "Fun Fridays" will be held bi-weekly and the PBIS Point Store will continue to occur to which a classroom will be transformed into a holiday extravaganza (winter holiday, Valentine's Day, Mother's Day, Father's Day). Students are able to purchase items for themselves or family members using their accumulated points. Team building activities will increase to improve staff morale. During the district-wide professional development day, the staff was asked to come up with their own school vision statements.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

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

Describe how implementation will be progress monitored.

Weekly and monthly incentives as well as positive Energy Bus initiatives/trainings will be implemented with fidelity throughout the school year. This will be monitored by leadership meeting agendas, PBIS monthly calendar, and monthly school calendar of events.

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

Action Step	Person Responsible for Monitoring
August 17, 2022-Ongoing Positive monthly mantras will be posted in the main office and various incentives (i.e. treats) will be given to staff/student to support the positive monthly mantra.	Somoza, Nicole, nsomoza@dadeschools.net
August 17, 2022-Ongoing Recognizing staff birthdays as well as staff achievements and celebrating staff milestones will continue to be implemented.	Somoza, Nicole, nsomoza@dadeschools.net
August 17, 2022-Ongoing Increase implementation of school-wide weekly affirmations that are read during morning announcements and the continued implementation of "Rattler Morning Live" morning announcements.	Somoza, Nicole, nsomoza@dadeschools.net
August 17, 2022-Ongoing Increase implementation of school-wide weekly affirmations that are read during morning announcements and the continued implementation of "Rattler Morning Live" morning announcements.	Somoza, Nicole, nsomoza@dadeschools.net
October 31, 2022 - Ongoing PBIS activities will be held with fidelity bi-weekly to promote a positive school culture and increased motivation.	Jackson, Joy, 068540@dadeschools.net
October 31, 2022 - December 16, 2022 The PLST Team will present what they learned at the Fall Conference, "Connecting Our Voices and Inspiring Others" covering "Healthy Teachers, Happy Classrooms" with staff. Subsequent activities and strategies will be presented focusing on 12 Brain-Based Principles to avoid burnout, increase optimism, and support physical well-being.	Somoza, Nicole, nsomoza@dadeschools.net