

Miami-Dade County Public Schools

ROBERT RENICK EDUCATIONAL CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Aisha V. Marrero

Position Title

Principal

Job Duties and Responsibilities

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 MultiTiered System of Supports (MTSS).

Leadership Team Member #2

Employee's Name

Nicole M. Somoza

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Laura Berenguer

Position Title

Teacher

Job Duties and Responsibilities

Self-contained, high school, ESE Teacher of ACCESS students. Also a team leader for the InD and ASD department.

Leadership Team Member #4

Employee's Name

Sarai Cordero

Position Title

Program Specialist

Job Duties and Responsibilities

Program Specialist who makes sure all IEPs are in compliance. Also, schedules interims and transition meetings and works with outside providers. She is also the digital innovator and a member of the PLST.

Leadership Team Member #5

Employee's Name

Natasha Hollerman

Position Title

Social Worker/Student Services Department Chairperson/Activities Director

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Joy Jackson

Position Title

Elective Teacher/Union Representative/PBIS Representative/High School and Middle School Team Leader

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

David Jefferson

Position Title

Teacher/Dean of Discipline

Job Duties and Responsibilities

Mr. Jefferson is the Dean of Discipline and is responsible for handling disciplinary referrals and providing structure and guidance in the CSI room.

Leadership Team Member #8

Employee's Name

Vanessa Stewart

Position Title

Staffing Specialist

Job Duties and Responsibilities

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 if a child is appropriate for Robert Renick Educational Center which is the most restrictive educational placement in M-DCPS. She is also our Mentor Teacher and is a member of the PLST.

Leadership Team Member #9

Employee's Name

Scherita Wrentz

Position Title

Teacher/Math and Science Department Chairperson/Testing Chairperson

Job Duties and Responsibilities

Science teacher and department chairperson, Ms. Wrentz acts as the liaison for her grade level and supports the implementation of the MTSS process. She is also the Testing Chairperson as well as a member of the PLST.

Leadership Team Member #10

Employee's Name

Jessica Concepcion

Position Title

Teacher/Elementary Team Leader

Job Duties and Responsibilities

Elementary teacher and team leader, Ms. Concepcion acts as the liaison for her grade level and supports the implementation of the MTSS process. She is a member of the PLST.

Leadership Team Member #11

Employee's Name

Jacqueline Carter

Position Title

Teacher

Job Duties and Responsibilities

Reading and Language Arts teacher and department chairperson, Ms. Carter acts as the liaison for her grade level and supports the implementation of the MTSS process.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholder's are invited to all EESAC meetings where the School Improvement Plan is reviewed and suggestions are solicited. The faculty and leadership team have first hand knowledge and input for the development of the SIP. Ideas and suggestions are continually being incorporated as the SIP is developed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Data is constantly being desegregated so that the most accurate goals are being addressed on the School Improvement plan in order to most positively address the needs of the students, staff, and school climate. School Teams and Departments meet weekly to discuss and determine the best implementation plan for students not showing adequate progress and thus revising the SIP to reflect the changes in instruction, implementation, and/or rewards systems.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2023-24: MAINTAINING 2022-23: * 2021-22: COMMENDABLE 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days			5	1	1	6	2	6	7	28
One or more suspensions					1	2	2	1	6	12
Course failure in English Language Arts (ELA)					1	1	2	3	2	9
Course failure in Math					1	1	2	3	2	9
Level 1 on statewide ELA assessment				1	2	4	2	3	3	15
Level 1 on statewide Math assessment				1	2	4	2	3	3	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			5	1						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			5	1	3					9

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				3		2	4	2	6	17

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days				2	3		6	4	2	17
One or more suspensions				1	2		5			8
Course failure in ELA							3		1	4
Course failure in Math							3		1	4
Level 1 on statewide ELA assessment			1	2	3		5	2	2	15
Level 1 on statewide Math assessment			1	2	3		5	2	2	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	2						15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	2	3		5	2	2	15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	5	65	58	0	61	53	37	62	55
ELA Grade 3 Achievement **		63	59		58	56			
ELA Learning Gains	25	64	59				69		
ELA Learning Gains Lowest 25%		58	54						
Math Achievement *	0	68	59	25	63	55	37	51	42
Math Learning Gains	43	66	61				40		
Math Learning Gains Lowest 25%		63	56						
Science Achievement *		60	54		56	52	23	60	54
Social Studies Achievement *		79	72		77	68	45	68	59
Graduation Rate	30	78	71		76	74		53	50
Middle School Acceleration		77	71		75	70		61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress		64	59		62	55		75	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	21%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	103
Total Components for the FPPI	5
Percent Tested	83%
Graduation Rate	30%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
21%	13%	42%	25%		31%	36%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	2	2
Economically Disadvantaged Students	18%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	13%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	5%		25%		0%	43%					30%		
Students With Disabilities	6%		25%		0%	43%					30%		
Economically Disadvantaged Students	7%		25%		0%	40%							

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	0%				25%								
Students With Disabilities	0%				25%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	37%		69%		37%	40%		23%	45%				
Students With Disabilities	41%		69%		37%	40%		25%	50%				
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	50%												
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	38%		67%		37%	40%		25%	50%				

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	6	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	7	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
ELA	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	6	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	7	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra

** data suppressed due to fewer than 10 students or all tested students scoring the same.*

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

On the 2023-2024 FAST MATH Assessment, 80% of 4th and 5th grade students (7 total) went up from a Level 1 on the PM 1/PM2 to a Level 2 on the PM3. Increased FAST MATH support as well as small group interventions continued to be implemented for the 2023-2024 school year. Additionally, on the 2023-2024 EOC CIVICS, 40% of 7th grade students (5 students total) scored a level 2 or level 3. Increased academic teacher preparation as well as home learning guidance contributed to this gain. There was an student attendance improvement from 55% of students having 31+ days absent to 43% of students having 31+ days absent. Improved attendance initiatives may have contributed to this decrease.

Lowest Performance

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

On the 2023-2024 FAST Math assessment, 90% of students in the 6th, 7th, and 8th grades (11 students total) scored a level 1. Due to the severity of each students' disability, there could be a plethora of contributing factors that may have lead to the low performance trends. These trends could stem from a child's emotional health, home/foster/group home placement, trauma, incarceration and hospitalizations.

Greatest Decline

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

On the Algebra I EOC and US History EOC, all students scored a level 1 (2 students in ALG I and 2 students in US HIST) with scaled scores ranging from 363-372 in US HIST and 325-378 for ALG I. Students all have an emotional behavioral disability and often have a secondary and tertiary disability that often inhibit students from reaching their maximum educational potential. Student attendance also played a factor in this decline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

On the 2023-2024 FAST READING assessment, 73% of students in the 6th, 7th, and 8th grades (11 students total) scored a level 1 which is below the state average. Students all have an emotional behavioral disability and often have a secondary and tertiary disability that often inhibit students from reaching their maximum educational potential. Student attendance also played a factor in this decline.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest potential areas of concern include attendance below 90%, one or more suspensions, and retained 2 or more years.

Highest Priorities

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

1. Increase school morale.
2. Increase the accuracy, implementation, and understanding of PBIS and level systems.
3. Increase FAST ELA and Math grades 6-8.
4. Increase Algebra I EOC and US HIST EOC Level 2 or higher.
5. Decrease the number of students with 31+ days absent (43% school average in comparison to the district average of 8%).

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

On the Algebra I EOC and US History EOC, all students scored a level 1 (2 students in ALG I and 2 students in US HIST) with scaled scores ranging from 363-372 in US HIST and 325-378 for ALG I. Students all have an emotional behavioral disability and often have a secondary and tertiary disability that often inhibit students from reaching their maximum educational potential. Student attendance also played a factor in this decline.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By providing opportunities for teachers to further develop their differentiated instructional knowledge and implementation to build upon student strengths and improve student weaknesses, 50% of students will score a level 2 or higher on the Algebra I EOC by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Rattler Best Practices Thursdays, department, team and cross-curriculum meetings that encompass differentiated instruction strategies to deepen teacher DI implementation will be monitored by 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 M. Somoza, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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. Research demonstrates this method benefits a wide range of students. Flexible grouping will be implemented to ensure students work in a variety of groups based on readiness, interests, or learning preferences. These groups are fluid and change regularly. Teachers will implement a mix of whole-class, small-group, and individual instruction to allow movement and collaboration among different ability levels. Use of learning profiles will also be implemented to which Instruction is tailored to address students' preferred learning styles (e.g., auditory, visual, kinesthetic) and intelligences (e.g., linguistic, logical-mathematical, spatial). Teachers will incorporate multiple modalities into lessons, such as visual aids, hands-on activities, and discussions, to reach students with different learning preferences.

Rationale:

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. Implementing differentiated instruction through these strategies can lead to improved student outcomes by addressing the individual needs of learners. Teachers will use formative assessments to guide decisions about grouping, task difficulty, and instructional supports to ensure that all students are challenged and supported appropriately. Research shows that flexible grouping can increase engagement and allow students to work at their own level without feeling isolated from their peers. Grouping by interest or ability promotes collaborative learning and peer support, enhancing both cognitive and social development. Research supports the idea that teaching that acknowledges individual differences in cognitive processing can improve outcomes, especially when used to complement other evidence-based practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Rattler Best Practices Presentations

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and district personnel (when available) will present differentiated instruction implementation strategies at Rattler Best Practice Thursday sessions and will occur monthly.

Action Step #2

Utilizing IEP Data for Differentiated Instruction

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilizing IEP data effectively in the classroom to assist with individual student needs will be reviewed and analyzed during common planning, team meetings, and department meetings so that instruction may be differentiated to each child's unique needs.

Action Step #3

Provide modeling opportunities

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide modeling opportunities for teachers to observe their peers implementing differentiated instruction strategies in their classrooms.

Action Step #4

SCM and Trauma informed training

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 3, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #5

Shared strategies

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #6

Presentation of Various resources/technology

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly sessions addressing various resources and formats that content can be presented to students that incorporates the different learning styles and technology (Example: Magic Schools/AI).

Action Step #7

Encourage Diversity

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly school-wide diversity initiatives will take place through homeroom periods and assemblies that celebrate and incorporate diverse backgrounds, experiences, and viewpoints that seek to create a classroom culture where differences are valued and respected (Examples: Positivity presentations, SNAP program, I AM Me, Hispanic Heritage presentation/initiative, Black History presentation/initiative, Woman's History announcements/Padlet activities, Barry Inclusion Day and activities).

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

On the 2023-2024 FAST Math assessment, 90% of students in the 6th, 7th, and 8th grades (11 students total) scored a level 1. Due to the severity of each students' disability, there could be a plethora of contributing factors that may have lead to the low performance trends. These trends could stem from a child's emotional health, home/foster/group home placement, trauma, incarceration and hospitalizations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By providing opportunities for teachers to further develop their data-driven instructional knowledge and implementation to build upon student strengths and improve student weaknesses, thirty percent of participating 6th, 7th, and 8th grade students will show a level 2 proficiency on the PM3 Math FAST Assessment by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Rattler Best Practices Thursdays, department, team and cross-curriculum meetings that encompass Data-Driven Instruction strategies to deepen teacher understanding and implementation will be monitored by agendas and sign-in sheets, teacher attendance of district held DI professional development sessions, evidence of Data-Driven instruction and in lesson plans and during administrative walk-throughs.

Person responsible for monitoring outcome

Nicole M. Somoza, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. Evidence-based strategies for implementing data-driven instruction include collecting, analyzing, and acting on data to improve student outcomes. Goal setting with students assists students in engaging in their own progress motivates them to take ownership of their learning. Frequent formative assessments help teachers identify gaps in student understanding in real-time. Additionally, collaboration among teachers enhances data interpretation and instructional planning.

Rationale:

Data-driven instruction can transform classrooms and allows teachers to be more responsive to students, and can help make instruction more relevant and customized. Data-driven instruction also provides an opportunity to address weaknesses and strengths in curriculum design, teaching methods, and student groupings. Using exit tickets, quizzes, or in-class polls to gather data on student comprehension regularly assist teachers in gathering data for formative assessments and helps guide instruction. Teachers can analyze the results to adjust instruction on a daily or weekly basis. Using data from assessments to help students set short-term and long-term academic goals and regularly revisiting these goals, adjust as needed, and celebrate progress can lead students to take ownership for their learning. Organized regular data team meetings where teachers analyze student data together and share best practices will increase the effectiveness of the Data-Driven Instruction. Focus on interpreting data trends and determining which instructional strategies have the most impact will benefit all stakeholders. Providing ongoing professional development on using data to drive instruction with topics including data analysis techniques, interpreting standardized assessment results, or how to use data to design interventions will all increase effectiveness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Rattler Best Practices Presentations

Person Monitoring:**By When/Frequency:**

Nicole M. Somoza, Assistant Principal

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in "Rattler Best Practices Thursdays" where various data-driven instructional strategies will be shared as evidenced by meeting agendas and sign-in sheets.

Action Step #2

School-led Professional Development

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Each Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-led professional development sessions will be facilitated based on Data-driven instructional strategies.

Action Step #3

Provide modeling opportunities

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide modeling opportunities for teachers to observe their peers implementing data-driven instructional strategies in their classrooms.

Action Step #4

Specific Trainings

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 17, 2024-Ongoing/Bi-yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Personnel will receive training on Dyslexia and will disseminate information to staff as it pertains to small group instruction, data-driven instruction and effectively reaching our students with the pertinent strategies shared.

Action Step #5

Small Group Data Chats

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 14, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement small group data chats with student/teacher/admin/counselor to stress the importance of testing and to assist in decreasing testing anxiety.

Action Step #6

Ongoing Assessment

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Personnel will receive trainings specific to the use innovative ongoing assessments (Example: Varying exit tickets, integration of technological informal assessments/AI) to deepen the instructor knowledge of student understanding and adjust instruction as needed.

Action Step #7

Tiered Activities

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Personnel will receive trainings specific to varying instructional methods/providing choice of student products (Examples: use of multimedia, real-world experiences (field trips/CBI), integration of technological activities and resources/AI) to deepen the student understanding of selected topic by allowing students to choose how they demonstrate their learning.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-204 School Climate Survey, 59% of staff members felt our school disciplined all students fairly. Based on the comparison data from the 2022-2023 School Climate Survey 56% of staff members felt our school disciplined all students fairly, a slight increase of 3%. The contributing factors that lead to this decline include continuous classroom disruptions, teacher perception, and the lack of shared knowledge as it pertains to the Student Code of Conduct. We will implement specific initiative to improve the overall perception of fair discipline and equity schoolwide.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of a Discipline and Safety Committee, revamping the Robert Renick Discipline Plan in conjunction with deciphering the M-DCPS Student Code of Code with various stakeholders input, generating roles, and implementing a revised PBIS point and level system, 75% of staff member will feel that our school disciplines all students fairly based on the 2024-2025 school climate survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored by administrative walk-throughs and teacher/staff check-ins after student infractions, data chats at Safety and Discipline Committee meetings and department meetings.

Person responsible for monitoring outcome

Nicole M. Somoza, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Following and sharing the Student Code of Conduct with faculty and staff, as well as implementing the development of the Safety and Discipline Committee will ensure that student infractions are handled fairly, effectively, and efficiently.

Rationale:

This strategy will streamline the discipline process and make all willing stakeholder knowledgeable and accountable for the disciplinary actions that occur after a student infraction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Assembly of Safety and Discipline Committee

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assembly of Safety and Discipline Committee which will encompass staff that hold various positions to ensure that the needs of the students are being properly addressed.

Action Step #2

Conduct monthly Safety and Discipline Team meetings

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct monthly Safety and Discipline Team meetings where problem solving sessions can take

place and to ensure that all voices are being heard to address the discipline/safety concerns within the school.

Action Step #3

Revise PBIS and Level system

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Meet with leadership team as well as various stakeholders to revise PBIS system and implement a renewed level system as to where all stakeholders (faculty, staff, students, parent, community members) are aware of behavioral expectations and rewards as well as consequences.

Action Step #4

Ongoing revisions of PBIS level systems and criteria procedures

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 14, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership team as well as various stakeholders will meet periodically to revise procedures and/or documents of the PBIS Level System to determine if revisions need to be made to best address the needs of the students and staff.

Action Step #5

Student celebration of leveling up on PBIS Point System

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 14, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be recognized and celebrated when they Level Up on the PBIS Point System to reinforce positive student behavior as well as to show the other students what can be accomplished when they they follow the guidelines set forth by the Safety and Discipline team.

Action Step #6

Varying incentives

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide school-wide incentives that appeal to various student interests thqt encourage them to embrace challenges, take risks, and learn from mistakes. Activities/presentations will be presented to students to reinforce the idea that effort leads to improvement.

Action Step #7

Foster an inclusive and respectful learning culture

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To assist in establishing a school-wide culture where all students feel valued and where they feel encouraged to express themselves as well as recognizing/respecting diverse cultural backgrounds and abilities, monthly school-wide initiatives will take place that celebrate and incorporate diverse backgrounds, experiences, and viewpoints through the Positivity Club, Girlz United Club, SNAP program, Arts4All Dance program, Food Forest interactive presentations, I AM Me presentation, Hispanic Heritage presentations, Black History presentations, band performances from a local high school, Barry Inclusion Day and activities.

IV. Positive Learning Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 school climate survey, 53% of staff members felt that school personnel worked together as a team. Based on the data from the 2022-2023 school climate survey that indicated 63% of staff members felt that school personnel worked together as a team, which is a decline of 10% from the previous year, the identified contributing factors of lack of employee interest, resistance to change and negative feelings surrounding the workplace, we will implement specific strategies and initiatives to improve school morale.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of new staff incentives, team building activities, increase support for staff mental health, the 2024-2025 school climate survey will indicated that 75% of staff member or more will feel that school personnel work together as a team and increase the feeling of empowerment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly and monthly incentives as well as positive initiatives/trainings/team building activities will be implemented with fidelity throughout the school year to empower staff. This will be monitored by leadership meeting agendas, PBIS monthly calendar, and monthly school calendar of events.

Person responsible for monitoring outcome

Nicole M. Somoza, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Empowering Teachers and Staff to work together as a team to provide support for teachers, students, staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale:

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; thus empowering teachers and staff.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Team Building

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be able to participate in team building activities both during school hours and after school hours that focus on positivity and gratitude to promote a more positive school culture.

Action Step #2

Staff Mental Health Room

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Creation of a staff room that addresses the mental health needs of the staff to utilize after high-stress situations.

Action Step #3

Staff member of the month

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff members will be recognized monthly with shout outs and Peace Out Passes (P.O.P.) that include a bag of popcorn.

Action Step #4

Weekly Affirmations and Monthly Mantras

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 15, 2024-Ongoing/Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase implementation of school-wide weekly affirmations that are read during morning announcements and provide monthly mantras with various incentives (i.e. treats) that will be given to staff to support the positive monthly mantra.

Action Step #5

Quarterly "check-ins"

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

October 14, 2024-Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Verbal "check-ins" will occur with staff to target specific needs that may come up throughout the school year.

Action Step #6

Recognition

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Recognize staff accomplishments such as retirements, staff appreciation, holidays to improve school morale, teamwork, and mental health for fostering a healthy, productive school culture.

Action Step #7

Provide Mental Health Support and Resources

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

February 3, 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue with wellness initiatives (i.e. Rattler Fitness Club) and establish new wellness initiatives through the district and school-wide, such as stress management workshops (i.e. Well Way/Chair Massages) and wellness school/group participation (i.e. school 5K run/walks).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://robertrenick.net/>

The AIP, UniSIG budget and SWP will be disseminated to stakeholders via EESAC meetings as well as through faculty meetings, team/department meetings, Parent meetings and conferences, as well as during Open house and other family activities held throughout the school year.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://robertrenick.net/>

Various parent involvement activities will be held throughout the school year to offer support (i.e. U R Not Alone Parent Breakfast) as well as activities celebrating their child's successes and community activities involving various outside stakeholders.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Various initiatives including increased data-driven instruction and differentiated instruction strategies will be continually implemented to improve over all instruction. More awareness and support for

employee mental health will also be implemented for overall growth. Additionally, each teacher will participate in district-led professional development sessions in their specific core subject area. Additionally, teachers will participate in de-escalation and Safe Crisis Management trainings. School-wide Rattler Best Practices sessions will occur monthly and will delve deeper into specific differentiated instruction strategies to best address the needs of their students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The family activities offered at the school will provide educational, nutritional, and career education to stakeholders in conjunction with instructional initiatives.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Weekly counseling sessions are provided to all students as well as art therapy sessions (if delineated on the student IEP). Group sessions on bullying prevention and mindfulness also occur on a monthly basis. School-wide cultural activities occur each marking period where students are able to showcase their work. Special Olympics, Arts4All, and the Food Forest all are active participants at Robert Renick Educational Center. Counseling is made available as needed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Students are provided the opportunity to participate in Project Victory as well participate in on-campus post-secondary living scenarios that include real world settings, cooking, and daily skills.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Robert Renick Educational Center is a Positive Behavioral Intervention School that provides incentives for student's displaying positive behavior throughout the school day. Incentives include Fun Fridays, field trips, point store, and activity room privileges.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers have the opportunity to attend district-wide professional development sessions to improve their instructional strategies as well as improve their use of data in their classrooms. Teachers also attend weekly Rattler Best Practices Thursday to improve overall instructional growth.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The process to review the use of resources to meet the identified needs of the students are discussed at Team and Department meetings, as well as at Leadership and faculty meetings. Adjustments are made by consensus and brought to EESAC for discussion and stakeholder input.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Revised PBIS Level system and point sheet will be revised by the Safety and Discipline Team and presented to staff at the Open of Schools meeting. 41% of instructional staff stated that there are adequate disciplinary measures to deal with disruptive behaviors. With these aforementioned revisions as well as a clear Disciplinary handbook, there will be a deeper understanding with staff when it comes to progressive discipline. This will be an ongoing process that will begin on August 15, 2024 and will be revisited monthly.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Differentiation Classroom supplies including copy paper, composition notebooks, cardstock, toner, large post-it paper, pencils, dry erase markers, Plastic pocket folders with prongs, and binders. Different students demonstrate their understanding in various ways. The supplies listed above will provide the tools necessary to fulfill the complete picture of student learning.	5100/510	UNISIG	0.0	4,750.00
Areas of Focus	Instructional Practice - Small-group Instruction Basic (FFFF K-12) Capitalized Computer Hardware - Microsoft-Surface Pro-Copilot+PC-13"-Snapdragon X Plus - 16GB Memory-256GB SSD-Device Only(11th Edition) - Platinum \$1,000x9=\$9,000 Providing laptops to identified personnel supports small group instruction by enhancing data analysis, planning, coordination, professional development, and feedback processes. Laptops also facilitate collaboration, resource development, efficient communication, and monitoring, while streamlining administrative tasks and supporting remote work when applicable. This investment ultimately strengthens the school team's ability to support effective small group instruction and drive overall school improvement.	5100/643	UNISIG	0.0	9,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) A Little Spot of Emotion @ \$40 x 8 Units Total: \$320, Zones of Regulation and Calming Strategies Posters @ \$15 x 20 units Total: \$300, Ninja Life Hacks @ 52 x 6 Units Total: \$312, All Feelings are Okay Pillow Covers @ \$19 x 20 units Total: \$380, 18x18 pillow inserts (set of 2) @ \$17 x 10 units Total: \$170; Express your Feelings Sensory Bottles @ \$20 x 10 units Total: \$200 Students who are better at regulating their emotions are less likely to exhibit disruptive behaviors. Using Zones of Regulation materials helps students develop coping strategies and self-management skills, leading to a more positive classroom environment and fewer behavioral issues.	5100/510	UNISIG	0.0	1,682.00
Areas of Focus	Instructional Practice - Differentiation Simple Houseware Heavy Duty 3-Tier Metal Rolling Utility Cart @ \$37 x 15 units Total: \$555, Mobile Folding Cart with lid 16x18x15 @ \$30 x 20 Total: \$600. Rolling carts can be used for a wide range of instructional strategies, from project-based learning and hands-on activities to small group instruction and individualized support, making them a versatile tool in any differentiated classroom.	5100/642	UNISIG	0.0	1,155.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) Hourly behavioral and truancy interventionists for supplemental instructional support that will include various delivery models to improve behavioral and learning gains through small group instruction during extended learning opportunities before and after the school day. Approximately 2 hourly interventionists and/or teachers at an average of \$31.25 per hour for 20 hours per week for up to 40 weeks for extended learning opportunities to increase student	5100/120	UNISIG	0.8	50,000.00

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<i>achievement.</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/210	UNISIG	0.0	7,455.00
<i>Basic (FEFF K-12) Retirement (14.91%)</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	3,825.00
<i>Instructional Staff Training Services-Federal Insurance Contributions (7.65%)</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/240	UNISIG	0.0	1,320.00
<i>Basic (FEFF K-12) Workers' Compensation (2.75%)</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	12,398.00
<p><i>PBIS Field Trip Budget - Busch Gardens - 10165 McKinley Dr, Tampa, FL 33612 Group Admission - Adult @ \$115.00, Group Admission -Child \$95.00, 47 students- \$4,275, 17 chaperones \$1,955 Transportation: Empire Coach Line \$5,912.50, Total:\$11,437.50 Busch Gardens is a world-class zoological facility where students can learn about animals from around the world, all in one location. Students attending the Busch Gardens field trip will be engaged in out-of-classroom experience with an up-close animal encounter and various attraction that reinforces the learning objectives from their grade-based activities. Students who has consistently met PBIS expectations earns the privilege to attend this End of Year Field Trip. Students will complete science centered assignments based on grade configuration; 1st-5th grade students will complete an Animal Habitat Diorama; 6th-8th grade students will complete an Ecosystem Poster Project; 9th-12th grade students will complete an Ecosystem Simulation Project. These assignments encourage students to explore and understand the complex interactions within ecosystems and the importance of biodiversity, while also developing their research, creative, and presentation skills. Additionally, a short essay will be completed regarding their experience upon their return to Robert Renick Educational Center and how consistently meeting PBIS expectations has been beneficial for them.</i></p>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	1,056.00
<p><i>PBIS Actor's Playhouse Field Trip - 60 students @ \$12 - Total: \$720, 15 chaperones @ \$9.60 - Total: \$144 Transportation: MDCPS \$192, Total:\$1,056 Rationale: Students attending the field trip to the Actor's Playhouse at the Miracle Theatre will be engaged in a classic visual art performance called "A Christmas Carol, the Musical." This performance is based on Charles Dickens' annual Christmas literatures that will expose students to social issues, such as education reform, sanitary measures, and slum clearance. After viewing this visual art performance, students will write a short reflection on the connections between the Student Enrichment Guide that they completed prior to the performance and the performance itself. This PBIS incentive will also make an academic impact on our students' exposure to</i></p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>literatures in an stimulating manner.</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	899.00
<p>PBIS Bird Bowl Field Trip - \$46.50 for 1 ½ hours/per lane (7 children per lane). 60 students (need 9 lanes) = \$418.50 Transportation: M&M Marroquin Bus Service, Inc. \$240 Students attending the field trip to Bird Bowl will be in engaged in an out-of-classroom team building activity that promotes positive social skills with peers and Renick staff. Students will learn the importance of working as a team and will develop life skills like problem solving, listening, and leadership. Students will complete science centered assignments based on grade configuration; 1st-5th grade students will complete a Leadership Role Model Drawing; 6th-8th grade students will complete a Leadership in Action Project; 9th-12th grade students will complete a Personal Leadership Development Plan. Students will also complete a pre and post assignment based of leadership and communication skills. These assignments encourage students to explore and develop their leadership skills at various levels, from understanding and identifying leadership qualities to practicing and reflecting on their own leadership abilities. Students who have earned the privilege to attend this field trip has already started to display some leadership characteristics as they have met PBIS field trip criteria. The goal of this field trip is to promote consistency and students' buy-in of the PBIS reward program.</p>					
Total	Areas of Focus				93, 540.00
Positive Culture and Environment	Other	5100/510	UNISIG	0.0	900.00
<p><i>Difficult Conversations Don't Have to be Difficult @ \$18 x 50 units. Many academic standards highlight the importance of effective communication as a key instructional strategy. Books on communication can provide teachers with evidence-based techniques to enhance their teaching methods, facilitating clearer explanations and instructions that promote student understanding. Books on communication often include strategies for promoting student discourse, such as encouraging discussions, debates, and collaborative learning. These practices are aligned with standards that advocate for critical thinking, communication skills, and active learning, all of which contribute to higher student achievement.</i></p>					
Positive Culture and Environment	Other	5100/510	UNISIG	0.0	560.00
<p><i>36 Pcs Thick Yoga Mats @ \$140 x 4 units Total: \$560 Yoga fosters self-awareness, emotional regulation, and mindfulness—key components of social-emotional learning. By using yoga mats, students and teachers can engage in activities that support these skills, helping students manage their emotions, develop resilience, and build positive relationships. Research shows that yoga and mindfulness practices can reduce stress and anxiety, enhancing students' ability to focus and retain information. This aligns with standards related to social-emotional learning, which encourage the development of coping skills and emotional regulation. Additionally, engaging in yoga has been linked to improved concentration and cognitive function. This can lead to better academic performance, particularly in tasks that</i></p>					

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<i>require sustained attention and memory recall, thus aligning with academic achievement goals and is inclusive of all academic standards.</i>					
Total	Positive Culture and Environment				1,460.00
Plan Budget Total					95,000.00