

Miami-Dade County Public Schools

ROBERT RENICK EDUCATIONAL CENTER



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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 a being me 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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

227102@dadeschools.net

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

257619@dadeschools.net

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

202360@dadeschools.net

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

318502@dadeschools.net

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

273348@dadeschools.net

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

068540@dadeschools.net

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

137969@dadeschool.net

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

218153@dadeschools.net

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

170374@dadeschools.net

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

224051@dadeschools.net

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: COMMENDABLE 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment			2	3	1	2	4	2	8	22
Absent 10% or more school days			2	1	1	1	3	1	6	15
One or more suspensions			1	0	0	2	3	1	6	13
Course failure in English Language Arts (ELA)			0	0	0	0	0	0	0	0
Course failure in Math			0	0	0	0	3	2	1	6
Level 1 on statewide ELA assessment			2	0	0	1	2	3	3	11
Level 1 on statewide Math assessment			2	1	1	1	2	2	5	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			2	1						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	1	1					4

Current Year 2025-26

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				2	3	1	2	5	2	15

Current Year 2025-26

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
Students retained two or more times				0	0	0	0	0	0	0

Prior Year (2024-25) 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			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

Prior Year (2024-25) 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				3		2	4	2	6	17

Prior Year (2024-25) 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 (2025-26)

Using 2024-25 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	
School Enrollment	8	5	3	10	26
Absent 10% or more school days	7	4	3	8	22
One or more suspensions	6	1	0	1	8
Course failure in English Language Arts (ELA)	3	2	0	0	5
Course failure in Math	4	3	0	0	7
Level 1 on statewide ELA assessment	5	3	0	0	8
Level 1 on statewide Algebra assessment	6	3	0	0	9

Current Year (2025-26)

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	8	5	3	10	26

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	21	67	61	5	65	58	0	61	53
Grade 3 ELA Achievement		65	62		63	59		58	56
ELA Learning Gains	37	66	61	25	64	59			
ELA Lowest 25th Percentile		58	55		58	54			
Math Achievement*	14	69	62	0	68	59	25	63	55
Math Learning Gains	33	65	60	43	66	61			
Math Lowest 25th Percentile		59	53		63	56			
Science Achievement		62	57		60	54		56	52
Social Studies Achievement*		82	74		79	72		77	68
Graduation Rate		81	72	30	78	71		76	74
Middle School Acceleration		79	75		77	71		75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		64	61		64	59		62	55

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	26%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	105
Total Components for the FPPI	4
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
26%	21%	13%	42%	25%		31%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	26%	Yes	3	3
Black/African American Students	24%	Yes	1	1
Hispanic Students	30%	Yes	1	1
Economically Disadvantaged Students	32%	Yes	2	

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	21%		37%		14%	33%							
Students With Disabilities	21%		37%		14%	33%							
Black/African American Students	15%		40%		17%								
Hispanic Students	30%												
Economically Disadvantaged Students	28%		43%		19%	36%							

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%								

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.

2024-25 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	3	<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	3	<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>				

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?

According to the 2024-2025 School Improvement Rating (SIR) on the FAST ELA Assessment, we increased 22 percentage points, from 26 to 46, when compared to the 2023-2024 SIR. Increased effective common planning sessions, strategic master scheduling, and shared best practice sessions contributed to this gain. Additionally, on the 2024-2025 ELA FAST Assessment, the ELA proficiency data for the 3 year trend increased from 9% to 14% (increase of 5%). Increased academic teacher preparation as well as home learning guidance contributed to this gain.

Lowest Performance

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

According to the 2024-2025 School Improvement Rating (SIR) FAST Math assessment, we decreased 13 percentage points in learning gains, from 43 to 30, when compared to the 2023-2024 SIR. Difficulty obtaining instructional math certified instructional staff may have contributed to the low performance. Additionally, all students 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 Decline

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

On the 2024-2025 Algebra I EOC , 100% of students scored a level 1 with scaled scores ranging from 325-372. Difficulty obtaining instructional math certified instructional staff may have contributed to the low performance. Additionally, all students 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.

According to 2024-2025 district science proficiency (% Levels 3-5) for biology, we have have a 25% proficiency rate in comparison to the district average of 74% (difference of 49%), 64% for Tier 1 schools (difference of 39%), 67% for Tier 1W/2/3 schools (difference of 42%), and the state average of 60% (difference of 35%). All students 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, unstable living conditions, hospitalizations, and medication management could also play a role in this gap.

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 for 2 or more years.

Highest Priorities

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

1. Increase the 2025-2026 School Improvement Rating (SIR) FAST Math assessment learning gains.
2. Increase the 2025-2026 Algebra 1 EOC percentages Level 2 or higher.
3. Decrease the number of students with 31+ days absent (43% school average in comparison to the district average of 8%).
4. Increase Biology proficiency rate.
5. Continue to increase staff morale.

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

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 2024-2025 School Improvement Rating (SIR) FAST Math assessment, there was a decrease of 13 percentage points for learning gains, from 43 to 30, when compared to the 2023-2024 SIR. Difficulty obtaining instructional math certified instructional staff may have contributed to the low performance. Additionally, all students 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

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 data implementation to build upon student strengths and improve student weaknesses, we will increase to 35% on the SIR Fast Math assessment overall learning gains for the 2025-2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Rattler Best Practices Thursdays, department, team and cross-curriculum meetings that encompass differentiated instruction strategies to deepen teacher DI and data 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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, an 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 student 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 style (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase district math support/guidance during Rattler Best Practices Presentations

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

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

Action Step #2

Utilizing data for Differentiated Instruction

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

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

Action Step #3

Increase the number of math Professional Learning sessions

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/monthly

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

Provide the opportunity for teachers to attend district-led math Professional Learning sessions in order for teachers to learn the latest evidence-based instructional strategies and gain new tools for differentiated instruction.

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

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.

On the 2024-2025 Algebra I EOC , 100% of students scored a level 1 with scaled scores ranging from 325-372. Difficulty obtaining instructional math certified instructional staff may have contributed to the low performance. Additionally, all students 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

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, 50% of students will score a level 2 or higher on the Algebra I EOC by the end of the 2025-2026 school year

when compared to 0% in the 2024-2025 school year .

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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 14, 2025-Ongoing/weekly

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 and small-group instructional strategies will be shared as evidenced by meeting agendas and sign-in sheets.

Action Step #2

School-led Professional Learning/Collaborative Planning

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-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 and collaborative planning sessions will be facilitated based on Data-driven and small-group instructional strategies.

Action Step #3

Utilizing data for small-group instruction

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

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

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

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.

Based on the 2024–2025 student-level attendance data, our school made significant progress in reducing chronic absenteeism. Specifically, we decreased the percentage of students with 11–15 absences from 17% to 6%, an 11-percentage-point improvement. Building on this success, we have identified our next greatest area of opportunity: reducing the number of students with 16–30 absences.

Measurable Outcome

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 the end of the 2025–2026 school year, we will decrease the percentage of students with 16–30 absences from 33% in 2024-2025 to 30%, as measured by student-level attendance data by implementing increased attendance monitoring initiatives and supports for students and their families.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our school's attendance plan will be closely adhered to and monitored to ensure proper communication and documentation is being completed for student absences in order for the proper interventions/assistance can be provided to families.

Person responsible for monitoring outcome

Nicole M. Somoza

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Consistent attendance is directly linked to student success. When students miss school, they miss critical instruction time, leading to learning gaps and lower academic performance. An attendance initiative ensures students are present and able to engage with the curriculum effectively. Chronic absenteeism often disproportionately affects students from disadvantaged backgrounds. An attendance initiative can help identify barriers (e.g., transportation, health, family responsibilities) and connect families with resources, promoting equity and access to education for all. Regular attendance fosters a sense of belonging and connectedness. Students who attend consistently are more likely to form healthy relationships with peers and staff, participate in school activities, and develop essential

life skills. By monitoring attendance patterns, schools can intervene early before absenteeism becomes chronic. Proactive support can prevent long-term disengagement and increase student retention. A well-structured initiative can involve parents, guardians, and community partners, fostering a shared responsibility for student success and reinforcing the value of education.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Trauma-Informed Re-engagement Plans

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

Develop a re-entry protocol that includes a warm welcome, a mental health check-in, and a brief review of expectations with staff and family. This will include a structured check-in and re-entry meetings after hospitalization, suspension, or absence which will assist in students feeling safe, supported, and reconnected; reduces school avoidance. Trauma-informed approaches are linked to better student engagement and fewer behavioral incidents (SAMHSA, 2014).

Action Step #2

Check-In/Check-Out (CICO)

Person Monitoring:

Natasha Hollerman

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

Use behavior therapists, ESE teachers, and social workers as daily contacts in order for students to make a connection with a trusted adult who monitors attendance, behavior, and goal progress. This will build relationships and increases accountability.

Action Step #3

Restorative Practices Instead of Suspension

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-Ongoing/weekly

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

Use circles or restorative conferences instead of outdoor suspension (when possible). Conflict-resolution and community-building strategies that repair harm rather than punish. This will reduce suspension rates and helps students stay connected to school and has shown to reduce exclusionary discipline and increase school belonging (International Institute for Restorative Practices, 2016).

IV. Positive Learning Environment

Area of Focus #1

Other: Improve school morale, team work, and mental health initiative

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, 30% of staff members felt that staff morale is high at my school. Based on the data from the 2024-2025 school climate survey that indicated 60% of staff members felt staff morale is high at my school, which is an increase of 30% from the previous year. Even though we see an increase, there is still 40% of staff that view school morale as being low. The identified contributing factors include the 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 2025-2026 school climate survey will indicated that 65% of staff member or more will feel that staff morale is high at my school.

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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Team building

Person Monitoring:

Nicole M. Somoza

By When/Frequency:

August 14, 2025-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 14, 2025-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 14, 2025-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:

By When/Frequency:

Nicole M. Somoza

August 14, 2025-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.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://robertrenick.net/>

The AIP, UniSIG budget (when available) 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The continued revised PBIS Level system and point sheet will be utilized by the Safety and Discipline Team and presented to staff at the Open of Schools meeting. Per the 2024-2025 School Climate Survey, 80% 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 14, 2025 and will be revisited monthly or as needed.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	1,689.00
	<p>PBIS Frost Science Museum Field Trip - 60 students @ \$24.95 - Total: \$1,497, Transportation: MDCPS \$192, Total: \$1689. Rationale: The field trip to the Frost Science Museum is designed as a PBIS (Positive Behavioral Interventions and Supports) reward to acknowledge and reinforce students who consistently demonstrate positive behaviors aligned with school-wide expectations. The museum's interactive exhibits, planetarium, aquarium, and science labs provide a rich, engaging environment where students can learn through exploration, inquiry, and collaboration. Educational and behavioral benefits include: (1) recognizing students for demonstrating respect, responsibility, and safety (2) engaging with hands-on exhibits in science, technology, engineering, and math (STEM) (3) encourages curiosity, teamwork, patience, and respectful behavior in a public and academic setting (4) inspires students to connect science with the real world and see themselves as scientists, engineers, and problem-solvers (5) supports science standards, critical thinking, literacy, and career awareness. Post-trip writing reflection prompt will include: "What was your favorite exhibit and how did you show responsibility during the trip?" and "which science concept from the museum connected to something we learned in class?" Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/EbU09a4ammBHt0kzONa8uCGBdIBSNsgN3zR4fc1k-4lmog?e=zeUt9W</p>				
School Areas of Focus	Instructional Practice - Differentiation	5100/642	UNISIG	0.0	900.00
	<p>Mobile Folding Cart with lid 16x18x15 @ \$30 x 30 Total: \$900. 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.</p>				
School Areas of Focus	Instructional Practice - Small-group Instruction	5100/519	UNISIG	0.0	1,041.55
	<p>Basic (FEPP K-12) Capitalized Computer Hardware - Albe 128GB Flash Drive 5 Pack 128GB USB Flash Drives \$42 x 24 Total: \$1,041.55. The purchase of USB flash drives for students is intended to support differentiated instruction, personalized learning, and technology integration during small group instruction. These drives will serve as individual storage tools that allow students to access, save, and transport academic materials efficiently. Students can receive and save personalized materials, resources, or assignments tailored to their specific learning needs and USB drives help facilitate individual pacing by allowing students to work on independent or scaffolded tasks during small group rotations.</p>				
School Areas of Focus	Instructional Practice - Differentiation	5100/510	UNISIG	0.0	6,287.00
	<p>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.</p>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Small-group Instruction	5100/643	UNISIG	0.0	2,425.14
<p><i>Basic (FEFP K-12) Capitalized Computer Hardware - ActivPanel 10 Maximize learning and collaboration with Promethean's most adaptable, compatible display. The use of a Mobile Promethean Board 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. The cost of Mobile Promethean Panel is \$1,502.28 per Panel + Installation and Other components cost \$ 922.86 per unit. Total cost is \$ 2,425.14 per smart board.</i></p>					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/210	UNISIG	0.0	9,815.00
<p><i>Basic (FEFP K-12) Retirement (15.58%)</i></p>					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/120	UNISIG	1.1	61,288.41
<p><i>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 \$35 per hour for 25 hours per week for up to 36 weeks for extended learning opportunities to increase student achievement.</i></p>					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	4,820.00
<p><i>Instructional Staff Training Services-Federal Insurance Contributions (7.65%)</i></p>					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/240	UNISIG	0.0	1,581.00
<p><i>Basic (FEFP K-12) Workers' Compensation (2.51%)</i></p>					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	1,488.75
<p><i>PBIS Field Trip to Jungle Island - 65 students @ \$19.95 - Total: \$1,296.75 Transportation: MDGPS \$192, Total: \$1,488.75 Rationale: The PBIS (Positive Behavioral Interventions and Supports) field trip to Jungle Island is intended to reward students who consistently demonstrate school-wide behavioral expectations such as respect, responsibility, and safety. This immersive wildlife and adventure experience connects behavioral recognition with educational enrichment in a dynamic, outdoor learning environment. Educational and behavioral benefits include providing exposure to exotic animals, biodiversity, and conservation topics aligned with science and SEL goals and encourages teamwork, patience, communication, and empathy through shared group experiences and animal interactions. Students can observe and apply classroom concepts (adaptations, ecosystems, life science) in an authentic setting and stimulate curiosity and a love for learning in a setting that rewards</i></p>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>positive behavior. Students will complete a "Jungle Reflections" Journal Page (elementary), a "Wildlife Explorer Reflection" (middle school), and a "Conservation & Character Reflection" (high school) as their reflection activity. Lesson plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/EUEyfmY1QcBBv5kVdEJUKUwBNtRiGYS4s5st_4zjHh3TQ?e=FiL5SJ</p>				
School Areas of Focus					
	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>PBIS Field Trip Budget - Busch Gardens - 10165 McKinley Dr, Tampa, FL 33612 Group Admission - Group Admission -Child \$95.00, 60 students- \$5,700, Transportation: Empire Coach Line \$5,912.50, Total: \$11,612.50 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. Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/Ed2n4-Xh45BFpEF7DWCCKKOYBp3pTWXVpkG4wdkroBWKQ4w?e=b5pJvO</p>				
School Areas of Focus					
	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>PBIS Actor's Playhouse Field Trip - 60 students @ \$12 - Total: \$720 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 literatures in an stimulating manner. Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/EchVxmXngMtkn6BCCFnf20Bf_q6VbJyJZOVEcuSAGN5w?e=TyRC8</p>				
School Areas of Focus					
	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>PBIS Field Trip Budget - Lion Country Safari - 2003 Lion Country Safari Road - Loxahatchee, FL 33470 Group Admission - Adult @ \$14.50, Group Admission -Child \$12.50, 60 students-</p>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>\$750 Transportation: Empire Coach Line \$2,000, Total: \$2,967.50. The PBIS (Positive Behavioral Interventions and Supports) field trip to Lion Country Safari is designed to recognize and reward students who consistently demonstrate positive behaviors such as respect, responsibility, and safety. This interactive, outdoor learning experience provides a unique blend of wildlife education, environmental awareness, and behavioral reinforcement in a fun and memorable setting. Educational and behavioral benefits include offering firsthand exposure to wildlife, ecosystems, and conservation efforts, supporting science and geography curriculum goals, promotes cooperation, self-regulation, empathy for animals, and respectful public behavior, enhances understanding through a multi-sensory experience that is especially beneficial for kinesthetic and visual learners. After the trip, students complete a "Safari Snapshot Journal" with the following prompts: Elementary - "What was your favorite animal and why?"; Secondary - "Choose one endangered species you saw. What threats does it face, and what conservation actions are being taken?"; Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/EVg5wVwDb69KkX0VW1NP20BbGU0Vfze874XFaiurXlbcw?e=1Y6b6w</p>				
School Areas of Focus	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>PBIS Miami Children's Museum Field Trip - 60 students @ \$18 - Total: \$1,080, Transportation: MDCPS \$192, Total: \$1,272. Rationale: The PBIS (Positive Behavioral Interventions and Supports) field trip to the Miami Children's Museum is designed to reward students who consistently demonstrate positive behavior, such as respect, responsibility, and cooperation. The museum's interactive, play-based exhibits promote creativity, critical thinking, and hands-on learning aligned with the developmental needs of young learners. Educational and behavioral benefits include reinforcing PBIS expectations by allowing students to understand that if they consistently follow school-wide rules, they are recognized with an enriching, fun experience. This field trip will also engage students in real-world simulations (e.g., grocery store, fire station, health center) that promote problem-solving and social-emotional development and allows students to collaborate, share, and take turns in a public learning space. This field trip will also encourage empathy, teamwork, and confidence in a safe, stimulating environment as well as introducing students to real-life roles in the community through themed exhibits (doctor, firefighter, artist, banker). Each student will be given an "My Museum Adventure Passport" that they will complete throughout the day at the museum. The writing reflection prompt will include: "What did you learn about working or helping others today?" and "What is one way you were a role model during the field trip?" Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/ENBbPPCzE9KjYZNHz2xMYkABBM6t-Crtb03A_incUPj86w?e=NgTtU20</p>				
School Areas of Focus	<p>ESSA Subgroups - Students With Disabilities (SWD)</p> <p>PBIS Bird Bowl Field Trip - \$46.50 for 1 1/2 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 engaged in an out-of-classroom team building activity that promotes positive social skills with peers and Renick staff. Students will learn the</p>				
		7800/330	UNISIG	0.0	900.00
		7800/330	UNISIG	0.0	900.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<p>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. Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/EUv5gMpfZktPmbKkbcbGo6KMBd6R3xGNgaYh94kiUOfsfPQ?e=uEaDFr</p>					
<p>School Areas of Focus</p>	<p>ESSA Subgroups - Students With Disabilities (SWD)</p>	<p>7800/330</p>	<p>UNISIG</p>	<p>0.0</p>	
<p>PBIS Field Trip to Dave & Buster's - 60 students @ \$35 - Total: \$2,100, Transportation: MDCPS \$192, Total: \$2,667. This field trip serves as a Positive Behavioral Interventions and Supports (PBIS) reward to recognize and reinforce students' consistent demonstration of school-wide expectations such as respect, responsibility, and safety. Dave & Buster's provides a structured, engaging environment that supports social-emotional learning, responsible decision-making, and age-appropriate recreation. This field trip would offer a fun, engaging off-campus experience boosts student motivation to follow PBIS expectations consistently. Students can practice communication, self-regulation, and cooperative play in a safe, supervised setting. Publicly rewarding good behavior models a culture of recognition and respect. Students can apply math (tickets/points), budgeting (game cards), and social skills (taking turns, conflict resolution) in a natural setting. Students will complete assignments that encourage critical thinking, decision-making, and budgeting based on grade configuration; 1st-5th grade students will "Ticket Tracker Challenge" with the objective to promote counting, goal setting, and teamwork. Students will form teams and receive a game card with a set number of credits. Their goal is to earn as many tickets as possible as a group. Their reflection worksheet will include the following questions: How did we work together?, What games helped us win the most tickets?, What behavior choices helped our team do well?, 6th-8th grade students will get a "Gamer's Log" sheet to record: How many points they used per game, their win/loss outcome, and ticket payout and their post-trip discussion/reflection will include Which games gave the best return? How did you decide where to spend your credits? and How did your behavior today align with our school values?, 9th-12th grade students will complete a Team Tournament & Behavior Reflection with the objective being to focus on leadership, accountability, and peer collaboration. Student will be organized into small teams and be assigned a mini "Game Olympics" with a variety of challenges (basketball shootout, racing games, etc.). The PBIS reflection piece will allow students to write a short paragraph reflecting on: Their behavior, how they demonstrated school values, and the importance of being a role model for younger peers. Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/</p>				<p>2,292.00</p>	

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
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School Areas of Focus	Instructional Practice - Differentiation	5400/624	UNISIG	0.0	925.00
Simple Houseware Heavy Duty 3-Tier Metal Rolling Utility Cart @ \$37 x 25 units Total: \$925, Metal Rolling Utility 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.					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	7800/330	UNISIG	0.0	1,509.00
PBIS Field Trip to Zoo Miami - 60 students @ \$21.95 - Total: \$1,317, Transportation: MDCPS \$192, Total: \$1,509. Rationale: This field trip to Zoo Miami is intended as a PBIS (Positive Behavioral Interventions and Supports) reward to acknowledge and reinforce students who consistently exhibit positive behaviors aligned with school-wide expectations. The zoo setting offers a unique blend of recreation, education, and social-emotional learning opportunities that align with PBIS goals. This field trip reinforces Positive Behavior and recognizes and rewards students for consistently demonstrating respect, responsibility, and safety. Students will be immersed in an authentic environment that connects classroom knowledge to the natural world and will be encouraged to use teamwork, empathy, communication, and responsible behavior in a public setting. This field trip will also offer a healthy outlet for energy and stress while exploring the outdoors while fostering awareness, curiosity, and compassion for living creatures. Students will complete a guided scavenger hunt based on animal adaptations, habitats, conservation status, and species interactions and well as completing a reflective writing prompt related to conservation (e.g., invasive species, climate change impact, endangered animals). Lesson Plan: https://miamidadeschools-my.sharepoint.com/:w:/g/personal/257619_dadeschools_net/ESLeaVcBPVJEKgmY9DsgXDUBdJ-GKSAZ1tkCpSnq0q2Q?e=Hj0nVv					
School Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/510	UNISIG	0.0	3,430.40
<p>JoeYfulmind 24Pcs I need Help Mini Flip Charts (math) @ \$15.99 x 20 units - Total: \$319.80, Pajean 10 Pieces Motivational Posters for Classroom @ \$12.99 x 20 units - Total: \$259.80, Set of 12 Motivational Growth Mindset Posters for Teachers and students @ \$12.95 x 20 units - Total: \$259, 20 Pack Colorful Motivational Mini Stress Balls Set @ \$13.99 x 20 units - Total: \$279.80, 19 Pcs Classroom Kindness Posters Growth Mindset @ \$11.99 x 20 units - Total: \$239.80, Inspirational Wood Block sign, Growth Looks Different for everyone @ \$7.49 x 60 units - Total: \$449.40, Its a beautiful day for learning flag @ 13.99 x 20 units - Total: \$279.80, Outus 22 Pieces Growth Mindset Bulletin Board Classroom Growth Mindset @ \$9.99 x 20 units - Total: \$199.80, Boho Classroom Decor It is Okay to be Yourself Wall Decor @ \$9.98 x 20 units - Total: \$199.60, Outus 50 morning Meeting chips - Question cards for students @ \$8.99 x 25 units - Total: \$224.75, Onedone Punch Cards (Pack of 200) Reward punch cards @ \$11.95 x 20 units - Total: \$239, Rsgift 13.5x39 inches Laminated Educational Math Posters @ \$11.99 x 15 units - Total: \$179.85, When you Enter this Classroom Paster for Affirmation Station @ \$14.99 @ 20 units - Total: \$299.80. Ordering positive mindset</p>					

