
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8151 - Robert Renick Education Center

FeederPattern: Specialized Educational Center

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Allison Harley

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Robert Renick Education Center

Robert Renick Educational Center is a specialized center for Severely Emotionally Disturbed (SED) students. The school is located at 2201 Northwest 207 Street in Miami Gardens, Florida. The school offers an integrated educational and therapeutic approach through collaborative treatment planning. This multidisciplinary approach requires structure, and sensitivity to the multiple needs of SED students and their families.

Recognizing the priorities set forth by No Child Left Behind, Miami Dade Schools' mission, the Educational Excellence School Advisory Council, the School Climate Survey and the results of the Self Assessment Survey, the staff at Robert Renick Educational Center will address eleven areas as well as the hiring of two part-time security personnel to address a safe workplace, a Community Involvement Specialist to address the needs of our parents, and hold a workshop for the entire staff to address the finances of the organization. Listed below are the objectives that have been developed to improve student performance at our school.

Given instruction using Sunshine State Standards, students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, students in grades 6-10, scoring in the lowest 25 percentile in reading , will improve their reading skills as evidenced by 51 percent making yearly learning gains.

Given instruction using Sunshine State Standards, students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using the Sunshine State Standards, 23 percent of the students in grades eight and ten will demonstrate a state required mastery score of 3.5 or above as documented by scores on the administration of the 2007 FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grades eight and eleven, receiving standard and special diplomas, will improve their science skills as evidenced by a 30 percent increase in the mean scale score on the 2007 administration of the FCAT Science Test.

Given the need to establish a greater level of parental involvement in the number of parents attending school related activities, Robert Renick will increase the number of parents participating in training in collaboration with the Parent Academy.

Given the need to provide students with a highly structured and supportive environment that emphasizes supervision and safety, student referrals and consequent outdoor suspensions will be decreased by 3% when compared to the 2005-2006 school year.

Given the need to improve student attendance, Positive Behavioral Support strategies will be implemented to increase student attendance by 1% when compared to the 2005-2006 school year.

Given a school-wide emphasis on educational technology, staff will increase the usage of integrated technology by 1 percentage point when compared to the 2005-2006 school year Usage Survey.

Given an emphasis on student fitness, students at Robert Renick Educational Center will demonstrate an increased awareness of physical fitness as evidenced by 26 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2006-2007 school year.

Given that all students assigned to Robert Renick are identified as Severely Emotionally Disturbed, 70 percent of the students will be provided the appropriate therapeutic (physical or mental health) services as determined by their IEP and achieve their IEP goals.

Students' appreciation of art, music, consumer and family sciences and horticulture will be enhanced by an increase of 5 percent in the number of students participating in the Dade County Youth Fair, when compared to the 2006-2007 school year.

Students enrolled in horticulture will utilize and identify elements of horticulture and principles of design by producing a plant and or landscaping design.

Students enrolled in art will utilize and identify elements of art and principles of design by producing an original piece for the School-wide Wall Mural Project.

Robert Renick Educational Center will monitor the value and cost effectiveness of it's programs, based on per pupil expenditure.

Robert Renick will increase its high school graduation rate by 51 percent.

Robert Renick will implement community-based instruction for high school students to facilitate School-to-Career training.

The objectives mentioned aboved were developed as a result of meetings involving administrators, teachers, clinicians, paraprofessionals, parents, community members, and business partners. Robert Renick Educational Center believes that these objectives will allow our students to achieve academically, socially, as well as emotionally. Our ultimate goal is to assist the students to become lifelong learners and productive members of society.

Analyzed data on the 2006-2007 school year OPIS indicates that improvement is needed in the areas of workplace safety and staff knowledge of school finances. Robert Renick will provide staff with the opportunity to attend a scheduled EESAC meeting with the school's Budget Analyst to provide training on school budgeting. Robert Renick will provide opportunities for professional development on workplace safety.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Robert Renick Education Center

VISION

Robert Renick Educational Center for Emotionally Handicapped and Severely Emotionally Disturbed students encompasses the needs of the whole child by offering an integrated educational and therapeutic approach to our students and their families.

MISSION

Robert Renick Educational Center provides students with access to research based curriculum delivered through a variety of teaching practices, which is infused with technology.

CORE VALUES

We pursue the highest standards in a multi-disciplinary approach to academics and a therapeutic approach through collaborative treatment planning.

School Demographics

Robert Renick Educational Center is a Miami-Dade County public secondary school that provides highly specialized educational and therapeutic services to students in grades sixth through twelfth that have identified as Severely Emotionally Disturbed. Although that school functions as a self-contained center, all efforts are made to mirror a general educational school environment. We offer an integrated educational and therapeutic approach through collaborative treatment planning. This multidisciplinary approach requires structure and sensitivity to the multiple needs of the SED students and their families.

Robert Renick Educational Center is dedicated to the academic excellence of all its students. This center provides educational services based on the Special Education Sunshine State Standards and Individualized Educational Plans for the respective students in grades six through twelve. Instruction in both self-contained and traditional classroom settings are enhanced through hands-on, computer-based activities, direct instruction, and infused with school-to-career lessons and activities. A daily after school program has been infused to provide students with tutoring and access to extracurricular activities.

Robert Renick Educational Center provides students with a plethora of services by a team of highly skilled psychologists, clinical social workers, a guidance counselor, an art therapist, and a school nurse to address students needs. Although these services are not academic in nature, they have a strong impact on student achievement. These services include individual counseling, group counseling, family consultations and support, daily developmental group activities, guidance activities, crisis interventions, academic advisement, art therapy, and career/vocational counseling. In addition, the center is equipped with a school nurse to aid students in the administration and/or dispensing of prescribed medication. Additional counseling and psychiatric consultation services are offered through on-site contracted services provided by the Bertha Abess Children's Center, Inc. Students receive services for a minimum of 25 hours per week in a relaxed environment where the restrictions are at a minimum, depending on the needs of the students.

Robert Renick Educational Center currently serves 95 students from the northern region of Miami Dade County Public Schools. Ninety-five percent of the students are identified as Severely Emotionally Disturbed and 5 percent are identified as other. The ethnic/racial make-up of the student population is 73 percent African American, 22 percent Hispanic American and 5 percent Anglo American.

Due to their disability, students are in need of a collaborative support system that will enable them to participate fully and successfully as responsible citizens within the community. The collaborative on-site student services department are instrumental in providing direct assistance to a host of outside agencies and services. Student's needs are addressed through the application of an extensive behavior management system administered by a multidisciplinary team.

The school employs a total of 77 full-time and 1 part-time staff member. Of this group, there are 2 administrators, 39 Special Education teachers, 1 reading coach and 20 Special Education Paraprofessionals, 2 of whom are 1 on 1 paraprofessionals, 6 full time security personnel, 1 media specialist, 1 guidance counselor, 2 social workers, 6 school psychologists, 1 Art Therapist, 1 program specialist, 1 staffing specialist, 3 cafeteria workers, 7 custodial service workers, 1 school nurse, and 6 clerical employees. Of the teaching staff, 32 percent have Bachelors degrees, 60 percent have Masters degrees, 8 percent have Doctoral degrees and there are 2 beginning teachers.

School Foundation

Leadership:

This was the highest rated category by staff members. 88 percent of the staff agreed or strongly agreed that the administration is supportive and promotes a productive and rewarding work environment committed to the school's mission.

District Strategic Planning Alignment:

Ninety percent of the staff agreed or strongly agreed that their ideas were considered as in the development of school improvement initiatives.

Stakeholder Engagement:

Ninety percent of the staff agreed or strongly agreed that the school focuses on students' needs.

Faculty & Staff:

Ninety percent of staff agreed or strongly agreed that opportunities for professional growth are offered.

Teacher Mentoring Programs:

The district provides a five-day New Teacher Orientation Program whose goal is to provide high quality professional development tailored to meeting the needs of novice and early-career teachers, support, and student services personnel. District support also includes the Virtual New Teacher Center, which will provide new teachers access to an online tool kit, including resources and professional learning experiences that support and enhance instruction. All beginning teachers have the opportunity to participate in ongoing New Teacher Support Team (NEST) sessions, which will provide regularly scheduled mentoring sessions for new teachers facilitated by National Board Certified Teachers.

Our beginning teachers have been assigned a professional growth team (PGT) in accordance with PACES guidelines.

The instructional team consists of a department head, team leader, the reading coach, and an administrator who work together to provide assistance in mentoring new teachers as well as veteran teachers in classroom instruction and management. The new teacher also meets with her team bi-weekly before school to address student performance. Monthly departmental meetings are held for curriculum alignment and planning. Both promote collaboration and support, and have led to the initiation of learning communities in conjunction with the professional development plan process.

Data/Information/Knowledge Management:

Seventy percent (70) of staff agreed or strongly agreed that they can interpret student data and use the information to individualize instruction.

Education Design:

Extended Learning Opportunities:

Robert Renick Educational Center has limited opportunities for extended learning due to the nature of the school's configuration. All students are bused to the school. Supplemental funds from Middle School Enrichment Program and the IDEA was utilized to offer tutorial and community-based enrichment activities for all students based on their individual needs.

Robert Renick Educational Center participated in the secondary school credit recovery program in which seventh and eighth grade students have the opportunity to repeat courses.

Extended School Year (ESY) services were offered to qualifying students during the summer.

Advanced Courses Initiatives and Post Unitary Commitments:

Opportunities were provided for qualifying students to participate in enrichment activities which include the course assignment in an inclusion setting at a local partnere school.

Performance Results:

A high school program has been implemented.

There are high school students following a standard diploma tract.

Three teachers now have their master's degrees.

One paraprofessional has a bachelor's degree.

Students continue to perform below National, State, and District levels in the Reading, Mathematics, Writing, and Science portions of the FCAT.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 1 STATEMENT:

To increase student performance in reading comprehension skills on the Florida Comprehension Assessment Test (FCAT).

Needs Assessment

A summarization of the 2006 FCAT reading results reveals that all students in grades six through eight are deficient in the areas of Reference/Research and Word/Phrases skills.

Additionally, the six grade students made the least improvement on the 2006 FCAT Administration as evidenced by a decrease of seven percentage points in the area of Main Idea/Author's Purpose.

Improvements were made in 2006 by students in grade six in the area of Word/Phrases as evidenced by a nine percentage point increase in the scores.

Interventions are needed in all grades and subgroups in the areas of Words/Phrases, Main Idea/Purpose, Comparisons, and Reference/Research.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using Sunshine State Standards, students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students tested in grades 6-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, students in grades 6-10, scoring in the lowest 25 percentile in reading , will improve their reading skills as evidenced by 51 percent making yearly learning gains.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|--------------------------------|--------|
| | | START | END | | |
| Utilize after school tutoring program to provide remediation skills and strategies. | Administration Selected Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide instruction in accordance with the students' Individual Educational Plan (IEP) and state district's Secondary Reform Acts as well as accomadations permitted for testing purposes. | Administration Language Arts Teachers/Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize the Assessment Accountability Form to measure weekly student progress. | Administration Language Arts Teachers/Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize FCAT Explorer to provide differentiated instruction to students. | Administration Language Arts Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize Read 180 for all students scoring on | Administration | 8/14/2006 | 5/30/2007 | District-wide | \$0.00 |

| | | | | | |
|---|---|------------|------------|--------------------------------|-----------|
| level 2 on the 2006 FCAT administration. | Language Arts/Reading teachers, and Reading Coach | | | literacy plan | |
| Monitor and assess all students utilizing the Diagnostic Assessment of Reading (Interim Progress Tests, Maze and DAR)pre-progress and post tests. Data will be reported and disaggregated to ensure students in all sub-groups are making progress. | Administration Language Arts/Reading teachers,Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize research-based programs such as Read 180 and Language! for students scoring on Level 1 of the FCAT administration. | Administration Language Arts/Reading teachers,Reading Coach | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$5350.00 |

Research-Based Programs

Language!

Read 180

Read XL

Phonics for the Real World

Professional Development

- 1.The Reading Coach will train teachers to administer (DAR) Diagnostic Assessment of Reading, Maze, and other district mandated tests to target needed SSS benchmarks.

- 2.Teachers will use Edusoft to disaggregate data for instructional purposes.

Evaluation

This objective will be evaluated by:

1. Scores on the 2007 Florida Comprehensive Assessment Test in the area of reading or an alternate assessment.
2. District Interim Assessments will be used to monitor student progression toward the objective.
3. On-going weekly assessments will be used to monitor weekly objectives.
4. Pre and post tests reading evaluations will be used to measure students' progress.
5. Individualized Educational Plans will be used to monitor students' progress throughout the year.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 2 STATEMENT:

To increase student performance in math skills on the Florida Comprehension Assessment Test (FCAT) and Alternate Assessment.

Needs Assessment

A summarization of the 2006 FCAT math results, testing, AYP data and disaggregated data by clusters and strands, weekly and interim assessment data, reveals that 60 percent of the students scoring did not meet the states' required mastery level in math, therefore determining that interventions are needed in all grades and subgroups in the areas of number sense, concepts and operations, geometry/spatial sense, algebraic thinking and data analysis/probability as well as measurement.

A comparison of the 2005 FCAT scores to the 2006 FCAT scores revealed that students in grade eight made a percent increase in scores.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using Sunshine State Standards, students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades 6-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Math Test or Alternate Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|------------|------------|---------------------------------|--------|
| | | START | END | | |
| Implement after school tutoring program to provide remediation in FCAT skills and strategies. | Administration/ Selected Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize reading/math/science night to increase parent and student interest and participation in math. | Administration/ Math Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Modify curriculum as per the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts. | Administration/ Staffing Specialist/ESE Teachers | 08/14/2005 | 05/30/2006 | Continuous Improvement Model | \$0.00 |
| Utilize Holt Interactive math program to provide differentiated instructions to students. | Administration/ Math Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize the District's Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) as the framework for providing mathematics instruction. | Administration/ Mathematics Department Chair and Math Teachers | 08/14/2006 | 05/30/2007 | Continuous Improvement Model | \$0.00 |

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|--|---|-----------|-----------|---------------------------------|-----------|
| Identify students scoring at FCAT levels 1 and 2 and implement remedial instruction through scheduled math classes to enhance math skills with an increased emphasis on word problems. | Administration/ Guidance Counselor, and Math Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$4000.00 |
| Utilize the District's Pacing Guides to develop short and long term goals and objectives. | Administration/ Math Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

Research-based programs to be used will include:

1. Holt School Math (grades 6-12).

Professional Development

Professional development will be provided through:

1. Riverdeep Training.
2. Participation in district and Region Center available workshops.
3. FCAT Explorer Training.
4. Best Practices during math department meetings.

Evaluation

Professional development will be provided through:

1. Scores on the 2006 FCAT Math Test.
2. District Interim Assessments will be used to monitor student progression toward the objective.
3. Holt weekly quizzes and tests.
4. Holt pre, mid and post year math evaluations.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 3 STATEMENT:

Students will increase skills in expository writing and persuasive writing as evidence by a 2 percent increase in the number of students scoring at level 3.5.

Needs Assessment

A comparison of the 2006 and 2005 FCAT Writing results reveals a 7 percentage point increase in students scoring Level 3.5 and above.

It was determined that intervention is needed for all students in grade levels six through ten in the areas of expository and persuasive writing.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, 23 percent of the students in grades eight and ten will demonstrate a state required mastery score of 3.5 or above as documented by scores on the administration of the 2007 FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|--------------------------------|--------|
| | | START | END | | |
| Identify students whose pre writing scores are 3.5 or below and conduct in-school remediation and intervention through use of several writing workshops. | Administration/ Language Arts Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Incorporate writing strategies across the curriculum to address all subgroups | Administration/ Language Arts Teachers Elective Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Provide students with a structured outline or graphic organizer to assist with planning the writing. | Administration/ Language Arts Teachers Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Analyze a pre and post writing test of both expository and persuasive writing prompts. | Administration/ Language Arts Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement and monitor tutorial services through the after-school program to improve writing skills on the FCAT | Administration/ Selected Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

1. Prentice Hall Writing and Grammar (Textbook)
2. Language!
3. Read 180

Professional Development

1. A writing professional development workshop will be provided through the Language Arts department.
2. Participation in district and Region center writing workshops as they become available.
3. Teachers will be provided with the opportunity to attend CRISS Training(Creative Independence through Student-Owned Strategies)for writing strategies.

Evaluation

Students will be evaluated by:

- 1.Scores on the 2007 Florida Comprehensive Assessment Writing Test.
- 2.Analyzing pre and post writing tests of both expository and persuasive writing prompts.
- 3.Monthly and quarterly writing prompts and assessments.
- 4.District approved writing prompts.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
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Miami-Dade County Public Schools

District Strategic Plan

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| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 4 STATEMENT:

Students will increase their science skills and performance on the Florida Comprehension Assessment Test (FCAT) or Alternate Assessment.

Needs Assessment

An analysis of the 2006 FCAT Science Test indicates that students in grades eight and ten did not increase their scale score by 50 percent. It has been determined that intervention is needed in all subgroups in the areas of Earth and Space Science, Scientific Thinking, Life/Environment Science, and Physical Science.

Greater emphasis will be placed on performance-based laboratory activities, integration and application of math skills in all science classes and emphasis on rational and critical thinking skills.

Measurable Objective

Given instruction using Sunshine State Standards, students in grades eight and eleven, receiving standard and special diplomas, will improve their science skills as evidenced by a 30 percent increase in the mean scale score on the 2007 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Provide students with weekly lab experiments for the application of benchmarks and to improve science processing skills. | Adiminstration/ Science Teachers | 8/14/2006 | 5/32/2007 | District Strategic Plan | \$0.00 |
| Utilize the Science department's action plan to build reading fluency | Administration/ Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize writing prompts, related to science, to assist in the development of writing skills for short and extended response questions. | Administration/ Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Introduce Science strategies to parents at reading/math/science night. | Administration/ Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide instruction as per students' IEPs, state and district initiatives. | Administration Science teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use grade level District Pacing Guides to target appropriate strands. | Administration Science Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

1. Glencoe Science Interaction for grades six through eight
2. Riverdeep
3. Glencoe Science for grades nine through twelve

Professional Development

Professional development will be achieved through use of:

1. FCAT Explorer Training
2. Reciprocal Teaching Training

Evaluation

1. Scores from the 2007 FCAT Science Administration
2. Monthly assessments
3. Glencoe Science(Tests and quizzes)
4. Individual Educational Plans

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|--------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 5 STATEMENT:

Given a school-wide emphasis on Parental Involvement, the school will increase the number of parents participating in training in collaboration with the Parent Academy.

Needs Assessment

An analysis of parental involvement data (sign in sheets) indicates that less than 30% of parents are in attendance for school related activities. It is necessary to develop a greater level of parental involvement to support the academic achievement and behavioral success of students. It is determined that intervention is needed in the area of increased parental attendance.

Our school is not a neighborhood school. We service students from a broad geographic location. Most of our students live further than five miles from the school. Many of the families do not have access to reliable transportation, and in some cases a telephone. This makes face-to-face contact with parents/guardians very difficult.

Measurable Objective

Given the need to establish a greater level of parental involvement in the number of parents attending school related activities, Robert Renick will increase the number of parents participating in training in collaboration with the Parent Academy.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|-----------------------------|-----------|
| | | START | END | | |
| Develop a survey for parents to determine their needs on various issues, available services, community resources, and parenting skills training. | Administration, Parent Liaison and Community Involvement Specialist | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Utilization of the Connect Ed. System for parental contact. | Administration | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Implement a Parental Involvement Intervention Program to provide parents/guardians with resources and strategies for improving student behavior. | Administration Dean of Discipline, Guidance Counselor, and Administration | 8/14/2006 | 5/30/2007 | Community Partnerships | \$8600.00 |
| Conduct Individualized Educational Plan (IEP) conferences | Administration ESE Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Send bi-quarterly interim reports to parents/guardians. | Administration Teachers | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Implement a Reading/Math/Science Parent Night. | Administration Language Arts Teachers Math and Science Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Invite parents to the annual Open House on September 13, 2006. | Administration All Teachers, PTA President, and Community Involvement Specialist | 8/14/2006 | 9/13/2006 | Community Partnerships | \$0.00 |
| Encourage the use of the parent resource room. | Administration Social Worker Community Involvement Specialist | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

The National Parent Teacher Association Standards for Parental Involvement

Professional Development

1. Teachers will receive WISE training for Individual Education Plan (IEP) development.
2. Students will write a personal letter to parents inviting them to attend the 2006-2007 Open House.
3. Robert Renick Educational Center will provide parents the opportunity to shop at our Open House Garage Sale at no charge.

Evaluation

1. Parental Involvement will be compared to data on parent participation logs from the 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
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| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 6 STATEMENT:

To increase student attendance and decrease the amount of referrals resulting in outdoor school suspension.

Needs Assessment

An analysis of 2005-2006 SWIS data indicated a substantial referral and suspension rate 1603 total referrals, which resulted in a total of 310 outdoor suspensions.

It is necessary to reduce these rates by at least 2% through the enhancement of discipline, safety, and the overall academic performance of the students enrolled at Robert Renick.

Measurable Objective

Given the need to provide students with a highly structured and supportive environment that emphasizes supervision and safety, student referrals and consequent outdoor suspensions will be decreased by 3% when compared to the 2005-2006 school year.

Given the need to improve student attendance, Positive Behavioral Support strategies will be implemented to increase student attendance by 1% when compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement a Parental Involvement Intervention Program to provide parents/guardians with resources and strategies for improving student behavior. | Dean of Discipline and Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Continue to use School Wide Information System (SWIS) data used to identify problem students and areas of concern. | Administration Staffing Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Continue the use of token economy with the use of "Renick Bucks" as an incentive for appropriate behavior. | Administration, ESE Teachers and Counselors. | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Ongoing counselor presence in classrooms. | Administration and Student Services | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Continue to use 5000 Role Models Program to enhance student behavior. | Administration, 5000 Role Models Sponsors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Continue to use Positive Behavioral Support (PBS) expectations/ instruction in all classes. | Administration and ESE Teachers | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$4500.00 |

Research-Based Programs

Positive Behavior Support (PBS)

Professional Development

1. District and school site level workshops
2. Bi-weekly PBS committee meetings
3. Retreat/Orientation for PBS

Evaluation

1. School-wide information System (SWIS)
2. Executive Case Summary of ESE Student Monthly Report
3. School Center for Specialized Instruction (SCSI)

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 7 STATEMENT:

To utilize technology school-wide by faculty in order to provide instruction, projects, and presentations to increase student achievement.

Needs Assessment

An analysis of the 2006-2007 school-wide technology survey, indicated that 26 percent of Robert Renick's staff used the computer for instructional and communication purposes during the 2005-2006 school year. There is a need to increase the usage of integrated technology in all academic areas as well as complying with the school district initiative for paperless communication.

Measurable Objective

Given a school-wide emphasis on educational technology, staff will increase the usage of integrated technology by 1 percentage point when compared to the 2005-2006 school year Usage Survey.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|------------|------------|-------------------------|-----------|
| | | START | END | | |
| Utilization of e-mail for school-wide updates, to foster communication between administration and staff and move toward paperless communication. | Administration, Computer Specialist/Technician | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize FCAT Explorer to improve reading and math skills. | Administration, Language Arts, Reading, Math, Science, and Social Studies Teachers. | 8/8/2005 | 5/24/2006 | District Strategic Plan | \$0.00 |
| Utilization of WISE to complete and conduct Individualized Educational Plan (IEP) meetings. | Administration, Language Arts Teachers, Science Teachers, Social Studies, and Math Teachers. | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$1500.00 |
| Utilization of Moving with Math Program to infuse differentiated instruction in math classrooms. | Administration, Math teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Atomic Learning to teach PowerPoint presentations. | Administration, Elective teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilization of Holt Interactive Math Programs to infuse differentiated instruction in math classrooms. | Administration, Math Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Read 180 to improve reading comprehension skills. | Administration, Language Arts/ Reading Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

1. WISE
2. READ 180
3. FCAT Explorer
4. Riverdeep

Professional Development

Professional development will be provided through:

1. FCAT Explorer Training for teachers.
2. All instructors will be trained on WISE.
3. Reading teachers will be trained on Read 180.

Evaluation

1. The use of WISE will be electronically recorded.
2. Read 180 Reports
3. School-Wide Technology Post Survey

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

GOAL 8 STATEMENT:

To develop student learners who understand and appreciate the importance of being physically and mentally fit. Students will engage in physical activity that fosters life-long values that promote health and wellness.

Needs Assessment

Robert Renick is a center school servicing students identified as Severely Emotionally Disturbed. The students' handicapping condition interferes with their ability to access their grade level curriculum.

A comprehensive therapeutic program that meets the individual students' social and emotional needs is an integral part of their individual educational plan(IEP).

Measurable Objective

Given an emphasis on student fitness, students at Robert Renick Educational Center will demonstrate an increased awareness of physical fitness as evidenced by 26 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2006-2007 school year.

Given that all students assigned to Robert Renick are identified as Severely Emotionally Disturbed, 70 percent of the students will be provided the appropriate therapeutic (physical or mental health) services as determined by their IEP and achieve their IEP goals.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|-----------|
| | | START | END | | |
| Through having students actively participating in physical activities to understand the benefits of health and exercise. | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$2000.00 |
| Utilize verbal, visual and textual prompts to increase students' recognition and knowledge of health, exercise and nutrition. | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| To relate health, exercise, and nutrition to their own personal lives and well-being. | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Introduce key vocabulary words to increase student's knowledge of key concepts of health, exercise, and nutrition | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| To use reinforcement through writing, reading, and repetition to increase students' ability to retain material and information in health, exercise, and nutrition. | Physical Education Teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

President's Challenge, Physical Activity and Fitness Awards Program

Professional Development

Professional Development will be achieved by:

1. Selected teachers will be trained on data analysis.
2. Physical Education workshops provided by the school site or the district.
3. Inservice for faculty on mental health issues exhibited by our student population.

Evaluation

1. Scores on Midterm and Final exams.
2. Administer the events included in the President's Challenge, Physical Activity and Fitness Awards Program, and analyze students' scores to assess fitness.
3. Written and oral performance assessments in health, nutrition and exercise.
4. Psychiatric services for medication management and medication administration logs.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 9 STATEMENT:

To increase students' appreciation of art, music, consumer and family sciences, and horticulture by participating in student performances, competitions, providing more hands-on and project based activities.

Needs Assessment

Robert Renick students have consistently participated in district-wide competitions and programs. These programs have allowed our students to participate in inclusionary activities where they interact with general curriculum students. During the school of 2005-2006, 3 percent of the students enrolled at Robert Renick participated in the Dade County Youth Fair Exposition. Through the participation of programs such as these, our students have gained recognition for their performances in an appropriate setting. Programs such as Dade County Fair and Exposition, entries for the Miami Dolphin Art Gallery, and entries in the School's Art Gallery has allowed our students to improve their self-esteem and interpersonal relations.

A summarization of the 2005 FCAT reading results, Gates McGinite results, Oral Fluency Probe results, AYP data, and disaggregated data by clusters and strands, weekly and interim assessment data, reveals that 37 percent of the students scoring did not meet the states required mastery level in reading therefore determining that Interventions are needed in all grades and subgroups in the areas of words and phrases, main idea, plot/purposes, comparisons, cause/effect and reference/research as well as word meaning, spelling and comprehension

Measurable Objective

Students' appreciation of art, music, consumer and family sciences and horticulture will be enhanced by an increase of 5 percent in the number of students participating in the Dade County Youth Fair, when compared to the 2006-2007 school year.

Students enrolled in horticulture will utilize and identify elements of horticulture and principles of design by producing a plant and or landscaping design.

Students enrolled in art will utilize and identify elements of art and principles of design by producing an original piece for the School-wide Wall Mural Project.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Create projects for the Fairchild Tropical Garden Challenge. | Administration, Horticulture teacher/Media Specialist/Science teacher/Language Arts teacher/Graphic Arts teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop eye hand coordination of students through the use of various media and projects. | Administration , Elective Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Foster life skills for both home and work environment for students in Consumer and Family Sciences. | Administration, Vocational Education teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop music and art appreciation through participation in school performances, such as the Youth Fair, and other competitions. | Administration, Electives teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop and grow a plant in order to illustrate knowledge and principles of Horticulture. | Administration, Elective Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Atomic Learning to develop PowerPoint presentations and differentiate instruction in the classroom. | Administration, Elective Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Develop self-esteem, and enhance social skills of students in Music, art, and horticulture, through use of different techniques and use of media. | Administration, Elective teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Perform independently on rhythmic and melodic classroom instruments, maintaining a steady tempo. | Administration, Elective Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

1. District's competency based curriculum and Sunshine State Standards for art, music, consumer and family sciences, and horticulture.
2. Atomic Learning

Professional Development

1. Learning Communities meetings
2. District-wide training in subject area

Evaluation

This objective will be evaluated by:

1. Teacher made tests/quizzes.
2. Pre, mid, and Post year evaluations will be used.
3. The number of projects entered into the Youth Fair, the number of school-wide visual arts project completed.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

GOAL 10 STATEMENT:

To monitor and examine the value and cost effectiveness of the programs available at Robert Renick Educational Center.

Needs Assessment

The most recent data supplied from the FLDOE indicates that Robert Renick Educational Center did not rank in the State of Florida ROI index.

Measurable Objective

Robert Renick Educational Center will monitor the value and cost effectiveness of its programs, based on per pupil expenditure.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Become more informed about the use of financial resources in relation to school programs. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Collaborate with the district on resource allocation. | Administration EESAC members | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Administration EESAC members | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| Consider shared use of facilities, partnering with community agencies. | Administration EESAC members | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |

Research-Based Programs

Read 180

Professional Development

The faculty at Robert Renick will receive budget training as it relates to planning, implementing, and monitoring of the School Improvement Plan.

Evaluation

EESAC committee will monitor funds targeted on the School Improvement Plan to determine student progress on the effectiveness of expenditures.

GOAL 11: OTHER

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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|--|---|--|---|--|
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| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 11 STATEMENT:

Robert Renick has determined that 51 percent of high school students enrolled for 2006-2007 will meet state and district-wide requirements for graduation.

Needs Assessment

Robert Renick has 5 students who are eligible for graduation at the end of the 2006-2007 school year. As the high school enrollment increases, strategies must be implemented to accommodate the needs of our high school population. Strategies implemented will follow district and state guidelines.

Measurable Objective

Robert Renick will increase its high school graduation rate by 51 percent.

Robert Renick will implement community-based instruction for high school students to facilitate School-to-Career training.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|-----------------------------|--------|
| | | START | END | | |
| Community Based Instruction will be implemented through collaborative pairing with our Dade Partners. | Career Specialist, Program Specialist, high school teachers, and Dade Partners. | 8/14/2006 | 5/30/2007 | Community Partnerships | \$0.00 |
| The IEP team will complete a comprehensive articulation plan for each student, including the transfer of rights/age of majority form. | Staffing Specialist, Counselor | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Teachers will continue to accommodate curriculum using the Sunshine State Standards (SS) or the (SSS) for Special Diplomas. | Principal, Asst. Principal | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$0.00 |
| IEP team will complete the ESE transition plans for all 12th grade students. | Principal, Asst. Principal, and Staffing Specialist | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$0.00 |
| The ESE staffing Specialist will complete senior profiles to determine the student's compliance with graduation requirements. | Staffing Specialist, and Program Specialist, | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$0.00 |
| Teachers will review career education programs available to graduating students. | Counselor, Staffing Specialist | 08/14/2006 | 05/30/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

1. READ 180
2. Holt Mathematics Program
3. The Reading Source
4. FCAT Explorer
5. Glencoe Interactive Science Program
6. Language!

Professional Development

1. Writing transition statements
2. Transition plans
3. Community Based Instruction

Evaluation

1. Total number of students that meet criteria for graduation.
2. Senior Profile Form

EESAC Compliance

| YES | NO | |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p> |

Budget:

EESAC members received a copy of the school's budget report and reviewed it with the principal. The EESAC members approved workshops on financing for faculty.

Training:

EESAC members reviewed and approved training for Microsoft Reader and Diagnostic Assessment of Reading for staff.

Instructional Materials:

EESAC members recommended that Renick continue to acquire books, manipulatives, behavior reinforcers for all students, and approved purchase of materials for high school students.

Technology:

EESAC members discussed the use of Atomic Learning, and to continue to implement the school's technology plan and revise as needed.

Staffing:

Staffing issues were addressed, extra security personnel will be hired.

Student Support Services:

EESAC members recommends that students receive counseling based on each students' need as written on the Individual Educational Plan (IEP). Student services members will change the procedure for handling crisis calls/management.

Other Matters of Resource Allocation:

EESAC members recommends the purchasing of materials for intensive reading classes.

Benchmarking:

EESAC members recommends the charting of benchmarks and assessments on the in-house Assessment Accountability form.

School Safety & Discipline:

Renick will continue to implement a comprehensive Behavior Management Level System to address safety and discipline. Other strategies include the utilization of: the Critical Incident Response Team, SCSI, FAB/BIP's and the District Code of Student Conduct.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$5,350.00 |
| Goal 2: Mathematics | \$4,000.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$8,600.00 |
| Goal 6: Discipline & Safety | \$4,500.00 |
| Goal 7: Technology | \$1,500.00 |
| Goal 8: Health & Physical Fitness | \$2,000.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Other | \$0.00 |
| Total: | \$25,950.00 |

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent