

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Robert Renick Education Center (8151)

Feeder Pattern - Specialized Educational Center

Alt/ESE

District 13 - Miami-Dade

Principal - Allison Harley

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Robert Renick Educational Center is a specialized center for students with Emotional Behavioral Disabilities in grades Kindergarten through twelve. The school is located at 2201 Northwest 207 Street in Miami Gardens, Florida. The kindergarten through fifth grade section of Renick's program is located at Bunche Park Elementary School, 16001 Bunche Park Drive, 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 EBD 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 ten areas 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 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, students in grades 3-10, 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 for special diploma option students, 51 percent of the students in grades 3-10 will score a 3 or above on the Florida Alternate Assessment Report.

Given instruction using Sunshine State Standards, students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using the Sunshine State Standards, 23 percent of the students in grades four, eight and ten will demonstrate a state required mastery score of 3.5 or above as documented by scores on the administration of the 2008 FCAT Writing Plus Test.

Given instruction using Sunshine State Standards, students in grades five, 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 2008 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 2006-2007 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 2006-2007 school year.

Given a school-wide emphasis on educational technology, staff will increase the usage of integrated technology by one percentage point when compared to the 2006-2007 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 27 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2007-2008 school year.

Given that all students assigned to Robert Renick are identified as having Emotional Behavioral Disabilities, 75 percent of the students will be provided with therapeutic (physical or mental health) services one time per week as determined by their IEP.

Students' appreciation of art, music, consumer and family sciences and horticulture will be enhanced by an increase of 6 percent in the number of students participating in the Dade County Youth Fair, when compared to the 2007-2008 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 its 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 above 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.



# School Improvement Plan 2007-2008



## 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.

## 8151 - ROBERT RENICK EDUCATION CENTER

### VISION

Robert Renick Educational Center for Emotional Behavioral Disabilities 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.

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## ***School Demographics***

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Robert Renick Educational Center is a Miami-Dade County public school that provides highly specialized educational and therapeutic services to students in grades kindergarten through twelfth that have been identified with Emotional Behavioral Disabilities (including Traumatic Brain Injury, Autism Spectrum Disabilities, Educable Mentally Handicapped and Trainable Mentally Handicapped). Although the school functions as a self-contained center, all efforts are made to mirror a general education 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 EBD 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 kindergarten 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. and Metro Miami-Dade County. 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 139 students from the northern region of Miami Dade County Public Schools. Ninety-six percent of the students are identified as Emotional Behavioral Disabled and four percent are identified as other. The ethnic/racial make-up of the student population is 60 percent African American, 32 percent Hispanic American and 18 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 112 full-time and 2 part-time staff members. Of this group, there are 2 administrators, 40 Special Education teachers, 2 reading coaches and 32 Special Education Paraprofessionals, 4 of whom are 1 on 1 paraprofessionals, 6 full time security personnel, 1 media specialist, 1 guidance counselor, 3 social workers, 4 school psychologists, 1 Art Therapist, 1 program specialist, 1 occupational therapist, 1 staffing specialist, 2 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 is 1 beginning teachers.

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## ***School Foundation***

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### **Leadership:**

This was the highest rated category by staff members. Eighty-eight 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:**

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.

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# School Improvement Plan 2007-2008



## **Education Design:**

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.

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## **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.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

## Reading Goal

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

#### **Florida Education Priorities**

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"/>

### **Reading Statement**

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

### **Needs Assessment**

A summarization of the 2007 FCAT reading results reveals that all students in grades six through eight are deficient in the areas of Reference/Research and Word/Phrases skills.

A summarization of the 2007 FCAT reading results revealed that all students in grades three through five are deficient in the areas of Words and Phrases, Main Idea and Purpose, and Reference/Research.

Additionally, the six grade students made the least improvement on the 2007 FCAT Administration as evidenced by a decrease of seven percentage points in the area of Main Idea/Author's Purpose.

Improvements were made in 2007 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**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using Sunshine State Standards, students tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students tested in grades 3-10, receiving standard and special diplomas, will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test or Alternate Assessment.

Given instruction using Sunshine State Standards, students in grades 3-10, 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 for special diploma option students, 51 percent of the students in grades 3-10 will score a 3 or above on the Florida Alternate Assessment Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize after school tutoring program to provide remediation skills and strategies.	Administration Selected Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize the Assessment Accountability Form to measure weekly student progress.	Administration Language Arts Teachers/Reading Coach	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize FCAT Explorer to provide differentiated instruction to students.	Administration Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Reading Plus for all students scoring on level 2 on the 2007 FCAT administration.	Administration, Language Arts/Reading teachers, and Reading Coaches	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide instruction in accordance with the students' Individual Educational Plan (IEP) and state district's Secondary Reform Acts as well as accommodations permitted for testing purposes.	Administration, Language Arts Teachers/Reading Coaches	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize research based programs such as Reading Plus, Read 180 and Language! for students scoring on Level 1 of the FCAT administration.	Administration, Language Arts/Reading teachers, Reading Coaches	08/20/2007	06/05/2008	Other/ Not Applicable	5350
Monitor and assess all students utilizing the Diagnostic Assessment of Reading (Interim Progress Tests, FORF 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 Coaches	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize the Intellitools Reading program to diagnose, remediate, and monitor the progress of students in grades three through five.	Administration, Language Arts Teachers/Reading Coaches	08/20/2007	06/05/2008	District-wide Literacy Plan	

### Research-Based Programs



# School Improvement Plan 2007-2008



Language!  
Read 180  
Read XL  
Phonics for the Real World  
Reading Plus  
Intellitools

## **Professional Development**

- 1.The reading coach will train teachers to administer (DAR) Diagnostic Assessment of Reading, Florida Oral Reading Fluency (FORF), and other district mandated tests to target needed SSS benchmarks.
- 2.Teachers will use Edusoft to disaggregate data for instructional purposes.
- 3.Reading Coach will train teachers on Best Practices for reading instruction.

## **Evaluation**

This objective will be evaluated by:

1. Scores on the 2008 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 test reading evaluations will be used to measure students' progress.
5. Individualized Educational Plans will be used to monitor students' progress throughout the year.

## Mathematics Goal

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

#### *Florida Education Priorities*

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"/>

### Mathematics Statement

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

### Needs Assessment

A summarization of the 2007 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 2006 FCAT scores to the 2007 FCAT scores revealed that students in grade eight made a one percent increase in scores.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using Sunshine State Standards, students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, African American students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

Given instruction using Sunshine State Standards, Economically Disadvantaged students in grades 3-10, receiving standard and special diplomas, will improve their math skills as evidenced by 56 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Math Test or Alternate Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement after school tutoring program to provide remediation in FCAT skills and strategies.	Administration/Selected Teachers	8/05/2007	6/05/2008	Other/ Not Applicable	0
Utilize reading/math/science night to increase parent and student interest and participation in math.	Administration/Math Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Modify curriculum as per the students' Individual Educational Plan (IEP) and State and District's Secondary Reform Acts.	Administration/Staffing Specialist/ESE Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize Holt Interactive math program to provide differentiated instructions to students.	Administration/Math Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
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	8/20/2007	6/05/2008	Other/ Not Applicable	4000
Utilize the District's Pacing Guides to develop short and long term goals and objectives.	Administration/Math Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Harcourt's Math program to provide differentiated instruction to students in grades three through five.	Math teachers	08/20/2007	06/05/2008	Other/ Not Applicable	
Utilize Moving with Math to provide differentiated instruction in math.	math teachers	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

Research-based programs to be used will include:

1. Holt School Math (grades 6-12).
2. Moving with Math
3. Harcourt Math textbook (grades 2-5).

### Professional Development



# School Improvement Plan 2007-2008



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. Ongoing support, intervention, and training for Beginning Teachers and teachers new to SPED Outreach.
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.



## Writing Goal

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

#### *Florida Education Priorities*

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*

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

### Writing Statement

Students will increase skills in expository 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 2007 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 three 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
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, 23 percent of the students in grades four, eight and ten will demonstrate a state required mastery score of 3.5 or above as documented by scores on the administration of the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/05/2008	Other/ Not Applicable	0
Incorporate writing strategies across the curriculum to address all subgroups	Administration/Language Arts Teachers/Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide students with a structured outline or graphic organizer to assist with planning their writing.	Administration/Language Arts Teachers Reading Coach	8/20/2007	6/05/2008	Other/ Not Applicable	0
Analyze a pre and post writing test of both expository and persuasive writing prompts.	Administration/Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement and monitor tutorial services through the after-school program to improve writing skills on the FCAT	Administration/Selected Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize supplementary materials (Write Time for Kids; Sprint Plus Libraries; Jostens Writing; Read, Write, and Type computer based software; and Intellitools Writing software) to enhance writing skills.	Teachers/ Reading Coaches	08/20/2007	06/05/2008	Other/ Not Applicable	
Students will be provided with weekly prompts to improve their writing skills.	All Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	

### Research-Based Programs

1. Prentice Hall Writing and Grammar (Textbook)
2. Language!
3. Read 180
4. Reading Plus
5. Write Time for Kids

### 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 2008 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.
5. Write Time for Kids data.

## Science Goal

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

#### **Florida Education Priorities**

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"/>

### **Science 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 2007 FCAT Science Test indicates that students in grades five, eight and eleven 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 five, 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 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with weekly lab experiments for the application of benchmarks and to improve science processing skills.	Administration/Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize the Science department's action plan to build reading fluency	Administration/Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize writing prompts, related to science, to assist in the development of writing skills for short and extended response questions.	Administration/Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Introduce Science strategies to parents at reading/math/science night.	Administration/Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide instruction as per students' Individualized Educational Plan(IEP), state and district initiatives.	Administration Science teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use grade level District Pacing Guides to target appropriate strands.	Administration Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

1. Glencoe Science Interaction for grades six through eight
2. Riverdeep
3. Glencoe Science for grades nine through twelve
4. Essential Concepts in Science and the state adopted textbook

### Professional Development

Professional development will be achieved through use of:

1. FCAT Explorer Training
2. Reciprocal Teaching Training

### Evaluation

1. Scores from the 2008 FCAT Science Administration
2. Monthly assessments
3. Glencoe Science(Tests and quizzes)
4. Individual Educational Plans

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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*

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

### **Parental Involvement 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilization of the Connect Ed. System for parental contact.	Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
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	8/20/2007	6/05/2008	Other/ Not Applicable	8600
Conduct Individualized Educational Plan (IEP) conferences.	Administration ESE Teachers	08/20/2007	6/05/2008	Other/ Not Applicable	0
Implement a Reading/Math/Science Parent Night.	Administration Language Arts Teachers Math and Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Invite parents to the annual Open House on September 10, 2007.	Administration All Teachers, PTA President, and Community Involvement Specialist	8/20/2007	9/10/2007	Other/ Not Applicable	0
Encourage the use of the parent resource area.	Administration Social Worker Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Send bi-quarterly interim reports to parents/guardians.	Administration Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

### 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 2007-2008 Open House.
3. Robert Renick Educational Center will provide parents the opportunity to shop at our Farm House and at no charge.

### Evaluation

1. Parental Involvement will be compared to data on parent participation logs from the 2006-2007 school year.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety Statement**

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

### **Needs Assessment**

An analysis of 2006-2007 SWIS data indicated a substantial referral and suspension rate. There was a total of 310 referrals written, which resulted in 106 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 2006-2007 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 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Parental Involvement Intervention Program to provide parents/guardians with resources and strategies for improving student behavior.	Dean of Discipline and Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to use School Wide Information System (SWIS) data to identify problem students and areas of concern.	Administration Staffing Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Ongoing counselor presence in classrooms.	Administration and Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to use 5000 Role Models Program to enhance student behavior.	Administration, 5000 Role Models Sponsors	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to use Positive Behavioral Support (PBS) expectations/ instruction in all classes.	Administration and ESE Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	4500

### 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)



## Technology Goal

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

#### *Florida Education Priorities*

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*

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

### **Technology Statement**

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

### **Needs Assessment**

An analysis of the 2007-2008 school-wide technology survey, indicated that 95 percent of Robert Renick's staff used the computer for instructional and communication purposes during the 2006-2007 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 one percentage point when compared to the 2006-2007 school year Usage Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT Explorer to improve reading and math skills.	Administration, Language Arts, Reading, Math, Science, and Social Studies Teachers.	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilization of WISE to complete and conduct Individualized Educational Plan (IEP) meetings.	Administration, Language Arts Teachers, Science Teachers, Social Studies, and Math Teachers.	08/20/2007	06/05/2008	Other/ Not Applicable	1500
Utilization of Moving with Math Program to infuse differentiated instruction in math classrooms.	Administration, Math teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Atomic Learning to teach PowerPoint presentations.	Administration, Elective teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilization of Holt Interactive Math Programs to infuse differentiated instruction in math classrooms.	Administration, Math Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Reading Plus and Read 180 to improve reading comprehension skills.	Administration, Language Arts/ Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilization of electronic mail for schoolwide updates, to foster communication between administration and staff and move toward paperless communication.	Administration, Computer Specialist/Technician	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

1. WISE
2. READ 180
3. FCAT Explorer
4. Riverdeep
5. Intellitools
6. Reading Plus

### Professional Development

Professional development will be provided through:

1. Reading Plus and FCAT Explorer Training for teachers.
2. All instructors will be trained on WISE.
3. Reading/Language arts teachers will be trained on Reading Plus and Read 180.

### Evaluation

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

## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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**

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

### **Health & Physical Fitness 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 Emotional Behavioral Disabilities. 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 27 percent of the students enrolled in physical education courses meeting the criteria for the National Physical Fitness Award during the 2007-2008 school year.

Given that all students assigned to Robert Renick are identified as having Emotional Behavioral Disabilities, 75 percent of the students will be provided with therapeutic (physical or mental health) services one time per week as determined by their IEP.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students will actively participate in physical activities to understand the benefits of health and exercise.	Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	2000
Utilize verbal, visual and textual prompts to increase students' recognition and knowledge of health, exercise and nutrition.	Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Introduce key vocabulary words to increase student's knowledge of key concepts of health, exercise, and nutrition	Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
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	8/20/2007	6/05/2008	Other/ Not Applicable	0
To relate health, exercise, and nutrition to their own personal lives and well being.	Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0

### 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.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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*

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

### **Electives & Special Areas Statement**

To increase students' appreciation of art, graphic arts, 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 2006-2007, five percent of the students enrolled at Robert Renick participated in the Dade County Youth Fair Exposition. Through the participation in 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 have allowed our students to improve their self-esteem and interpersonal relations.

A summarization of the 2006 FCAT reading results, Florida Oral Reading Fluency 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 6 percent in the number of students participating in the Dade County Youth Fair, when compared to the 2007-2008 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create projects for the Fairchild Tropical Garden Challenge.	Administration, Horticulture teacher/Media Specialist/Science teacher/Language Arts teacher/Graphic Arts teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop eye hand coordination of students through the use of various media and projects.	Administration , Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Foster life skills for both home and work environment for students in Consumer and Family Sciences.	Administration, Vocational Education teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop music and art appreciation through participation in school performances, such as the Youth Fair, and other competitions.	Administration, Electives teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop and grow a plant in order to illustrate knowledge and principles of Horticulture.	Administration, Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Atomic Learning to develop PowerPoint presentations and differentiate instruction in the classroom.	Administration, Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Perform independently on rhythmic and melodic classroom instruments, maintaining a steady tempo.	Administration, Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop self esteem, and enhance social skills of students enrolled in Graphic Arts, Career Education, Home Economics, Music, Art, and Horticulture, through use of different techniques and use of media.	Administration, Elective teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

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

### Professional Development

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

### Evaluation



# School Improvement Plan 2007-2008



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.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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*

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

### **Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	AdministrationEESAC members	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	AdministrationEESAC members	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	AdministrationEESAC members	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Read 180  
Reading Plus  
Moving with Math

### 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.

## Graduation (High Schools Only) Goal

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

#### *Florida Education Priorities*

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"/>

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

### **Graduation (High Schools Only) Statement**

Robert Renick has determined that 51 percent of high school students enrolled for the 2007-2008 school year 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 2007-2008 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Community Based Instruction will be implemented through collaborative pairing with our Dade Partners.	Career Specialist, Program Specialist, high school teachers, and Dade Partners	8/20/2007	6/5/2008	Other/ Not Applicable	
The IEP team will complete a comprehensive articulation plan for each student, including the transfer of rights/age of majority form.	Staffing Specialist and Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	
Teachers will continue to accommodate curriculum using the Sunshine State Standards (SS) or the (SSS) for Special Diplomas.	Principal and Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	
IEP team will complete the ESE transition plans for all 12th grade students.	Principal, Assistant Principal and Staffing Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	
The ESE staffing Specialist will complete senior profiles to determine the student's compliance with graduation requirements.	Staffing Specialist and Program Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	
Teachers will review career education programs available to graduating students.	Counselor and Staffing Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	

### 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

### Other Goal

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

**Florida Education Priorities**

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

**Other Statement**

**Needs Assessment**



# School Improvement Plan 2007-2008



## Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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### Research-Based Programs

### Professional Development

### Evaluation

**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 remediation.

**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:**



# School Improvement Plan 2007-2008



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.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	5350
Mathematics	4000
Writing	0
Science	0
Parental Involvement	8600
Discipline & Safety	4500
Technology	1500
Health & Physical Fitness	2000
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>25950</b>





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*