

Miami-Dade County Public Schools

Robert Morgan Educational Center



2017-18 School Improvement Plan

Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

<http://rmec.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Robert Morgan Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

b. Provide the school's vision statement

Robert Morgan Educational Center sets its sail on a voyage towards achieving quality academic instruction, implementation of community leadership and lifelong learning for all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

RMEC embodies its primary purpose as a comprehensive academy school by offering relevant curriculum linked with industry standards in all academy programs, fostering interdisciplinary academic (Language Arts, Mathematics, Science and Social Studies) and academy program planning sessions resulting in project based experiences, maintaining open lines of communication with parents and all community stakeholders in order to consistently provide students the highest standards to seamlessly transition all students into post-secondary programs, college/university programs and/or the workforce. RMEC serves a multi-ethnic school population that consists of over 2100 students from varying socio-economic backgrounds. The student population reflects the RMEC community with a student demographic population composed of approximately 58% Hispanic, 19% Black, 18% White and 5% Other with 56% of the population consisting of female students and 44% of the population consisting of male students. Economically disadvantaged students account for 41.6 % of the population. Additionally, 6.7% of students are Students with Disabilities (SWD), 1.4% are classified as English Language Learners (ELL), and nearly 17.5% of students are Gifted. RMEC's continued success relies heavily on the population it serves along with its wide array of academic and extra curricular programs proving that there is something suitable for every student.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

There is a high visibility of school personnel monitoring students during the school day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The expectation for students at RMEC is really quite simple: students are expected to act with decorum and actively engage themselves in the learning process for each and everyone of their classes in order to maximize each individual's student potential.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

During the second week of school, grade-level orientations are held in which very important information regarding academic and graduation requirements are disseminated. Additionally, support personnel such as guidance counselors and school social worker are introduced as not only staff members that would guide their academic journey but as professionals that students could confide in if the need arose in which they were experiencing any challenges or difficulties that would get in the way of their academic endeavors and success at Robert Morgan Educational Center.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

During the last school year, the department chair for Reading introduced/modeled a variety of reading strategies during professional developments sessions to different departments such Physical Education, Visual and Performing Arts, and all Elective Program teachers. Since many of the personnel still remains at RMEC, they have been able to infuse and implement the strategies they learned previously to their current students. It is important that all teachers, regardless of content area, infuse and implement effective reading strategies in their classrooms. Additionally, students who have traditionally scored a level 2 or below in Reading, have been assigned Intensive Reading classes in order to provide remediation. The same holds true this year for students whose "failed" status as per the FSA ELA report. Intensive Reading classes play a huge role towards the positive attainment of state-wide assessments. Students who have traditionally scored below a level 2 in Mathematics receive remediation within their assigned mathematics classes. Additionally, this year, all students who still need to pass the Algebra 1 EOC, have been placed in Intensive Mathematics classes. The school also offers after-school and Saturday tutoring in all core areas impacted by an EOC exam/state assessment.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	7	5	16	28
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	54	88	41	251

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	90	60	72	18	240

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

During the last school year, the department chair for Reading introduced/modeled a variety of reading strategies during professional developments sessions to different departments such Physical Education, Visual and Performing Arts, and all Elective Program teachers. Since many of the

personnel still remains at RMEC, they have been able to infuse and implement the strategies they learned previously to their current students. It is important that all teachers, regardless of content area, infuse and implement effective reading strategies in their classrooms. Additionally, students who have traditionally scored a level 2 or below in Reading, have been assigned Intensive Reading classes in order to provide remediation. The same holds true this year for students whose "failed" status as per the FSA ELA report. Intensive Reading classes play a huge role towards the positive attainment of state-wide assessments. Students who have traditionally scored below a level 2 in Mathematics receive remediation within their assigned mathematics classes. Additionally, this year, all students who still need to pass the Algebra 1 EOC, have been placed in Intensive Mathematics classes. The school also offers after-school and Saturday tutoring in all core areas impacted by an EOC exam/state assessment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our goal for the 2017-2018 school year is to increase parent participation by hosting various informative parent-principal meetings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At Robert Morgan Educational Center, there are departments that lend themselves to partnerships as a result of the course offerings within their program. For example, RMEC's Dental Program maintains a cooperative agreement with the American Dental Association to provide on school site dental services by licensed dentists at a dental clinical located on campus. The dental clinic offers a full range of dental services to families of low socio-economic finances and/or indigent in the community. All services are provided at no cost to patients and services are scheduled with board certified dentists that are volunteering their time as a means of renewing their state license. Another program at RMEC is The Culinary program which offers a comprehensive catering program that serves both the MDCPS's district for a variety of events, recognition ceremonies and celebrations. The Culinary program maintains Giorgio's Café, located on the South Campus, which offers breakfast and lunch services to RMEC students, district staff and the local community. The Cosmetology Program is another program which is also open to the community for arrange of aesthetics services, including but not limited to: haircuts, dye, blow outs, manicures and pedicures.

RMEC's Postsecondary administrative team and faculty maintain and actively participate in advisory boards for each of the 23 programs. The following is a listing of advisory boards: Electronics and Computer Systems Technology Advisory Board, Electronics, Consumer Electronics and Computer Repair Advisory Board, Early Childhood Education Advisory Committee, Commercial Foods and Culinary Arts Advisory Committee, Air Conditioning, Refrigeration, & Heating Technology District

Advisory Committee, Barbering/Cosmetology Advisory Committee, Advanced Automotive Technology Advisory Committee, Health Science Advisory Committee, Heavy Duty Truck and Bus, Heavy Equipment, Diesel Engine Mechanic, and Machining Program Advisory Committee.

The following are community partners associated with the Postsecondary Program: Alliance for Early Care and Education, WLRN - Ready to Learn, Department of Children and Families, Child Care Training Department, KIDCO Child Care, Inc., District Teenage Parent Program, Miami-Dade College Early Childhood Education, University of Florida, Miami-Dade Extension Childhood, Education, Miami Dade College, Head Start, American Dental Association, Honda America, Dupont Paint, Esserman Acura, South Motors, AHM Motors, CS Auto Mall, Ed Morse Honda, Snap On Tools, Kelly Track Company, Miami Dade Limestone Association, Florida Detroit Diesel-Allison, Pantropic Power Products, St. Ann's Nursing Home, Greenbraer Nursing Home, Sister Emmanuel Hospital, Community Health of South Florida, Whirlpool, Maytag, Matrix, and High Dimension Salon and Spa.

These community partnerships benefits all the students at RMEC. Many students who graduate from the high school pursue post secondary educational opportunities at RMEC's Technical College conveniently located on the same campus.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fox, Reginald	Principal
Ledesma, Jennifer	Assistant Principal
Blanco, Ricardo	Assistant Principal
Johnson, Bernard	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team also known as Curriculum Council focuses on developing and maintaining a problem-solving approach to ensure academic success as we strive for academic excellence in all aspects of the students education.

The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The principal provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The vice principal assists in the implementation of the principal's vision to use data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The assistant principals assist in the implementation of the principal's vision to use data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Department Chairpersons in the areas of Mathematics, Language Arts, Science, and Social Studies provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Additionally, the Reading Department Chairperson provides guidance on 9-12 reading plan; develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Lastly, the Professional Development Liaison coordinates professional development and technical assistance to teachers regarding data-based instructional planning.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust- a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- Qualified students are provided with free or reduced price lunch meals on a daily basis
- breakfast is provided free to all students on a daily basis
- during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

Adult Education

- Students are provided the opportunity to attend Adult Education courses in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation

Career and Technical Education

- Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eileen Kott	Teacher
Ron Torres-Gatherer	Teacher
Hazel Bethel	Business/Community
Erika Caldwell	Education Support Employee
Rochelle Adger	Business/Community
Martha Delgado	Teacher
Tracy Hoppe	Teacher
Reginald Fox	Principal
Mery Dominguez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During EESAC meetings, the school improvement process is discussed with all members. The school improvement plan is implemented with fidelity.

b. Development of this school improvement plan

Recommendations by SAC members are made to the school administration with the purpose of implementing them in the 2017-2018 SIP.

c. Preparation of the school's annual budget and plan

This information will be discussed in a future EESAC meeting during the 2017-2018 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC traditionally contributes \$2900.00 towards the school's academic program. EESAC supports all academic endeavors when ever possible.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ledesma, Jennifer	Assistant Principal
Blanco, Ricardo	Assistant Principal
Malouf, Teresa	Teacher, K-12
Bouza-Kaufman, Angela	Teacher, K-12
Fox, Reginald	Principal
Williams, Dennis	Teacher, K-12
Johnson, Bernard	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Professional Development (PD) offering master plan points (MPP) is scheduled for the 2017-2018 school year to impact three areas: Instructional Delivery, Student Engagement, and Formative Assessments. These areas should have a direct increase on academic achievement for the current school year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

During the 2017-2018 school year, all teachers will continue to collaborate with each other despite the fact that common planning among teachers is not possible due to scheduling. Collaboration is still an important aspect of the professional's duties. As a result, all faculty meetings and professional development days will be utilized for the teachers to effectively collaborate and plan together by subject area and/or grade level. Lastly, a new practice has been developed for implementation this school year where teachers will participate in Instructional Rounds on a voluntary basis in an effort to increase teachers supporting one another.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Vice Principal coordinates and schedules monthly beginning teacher meetings in order to provide support and retain highly qualified teachers. The district also provides a mentoring program to which our new teachers attend and participate.

Additionally, the Vice Principal assigns all new teachers to veteran teachers providing the new teacher with additional support and mentoring.

Lastly, through the partnerships established with colleges and university programs, recruitment of highly qualified teachers takes place. Once the teachers have been assigned to the school site, leadership opportunities are available with the different academies.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Partnerships are usually driven by the academy the teachers are members of. The veteran (mentor) teacher possesses leadership skills and qualities that will provide the mentee with quality experiences to further enhance quality teaching.

The administrators and department chairperson conduct meetings monthly to review school policies, procedures, and provide additional support as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each academic department is assigned a department chair to oversee their program. One of the roles the department chairs play is that of instructional leader. By doing so they support their colleagues by ensuring that they share important and relevant information regarding their particular subject area. Department Chairs also participate in curriculum council meetings to discuss data and develop action plans to be implemented in the classroom. Aside from teaching their own students, department chairs attend district wide meetings and provide professional development along with sharing of best practices within their departments and cross curricular when ever possible. Department Chairs work very closely with their department members to ensure that the school's vision, mission, and academic goals are carried out with fidelity for the purpose of maintaing and increasing student achievement.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses a variety of data sources to drive instruction. This information is shared with teachers in order for them to group their students accordingly and differentiate instruction when ever necessary. Data sources include but are not limited to: MDCPS Year at a Glance Detailed Report, MYA Data, FSA assessments data, FAIR-FS, PERT, and teacher developed assessment data. The administrator responsible for each academic area conducts data chats where conversations are held to address: area(s) of concern, strategies, and plan of action to be implemented in the classroom. Teachers have a general idea based on a "pass or fail" status their students have received. Additional details perhaps by benchmarks and/or standards will be helpful in determining areas of weakness and strengths in the near future.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,700

Tutoring is held and offered to students for all tested areas by instructional personnel.

Strategy Rationale

The program is offered to all students free of charge in order to maximize student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fox, Reginald, pr7371@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Tutoring logs are used to monitor students attendance. Collaboration/consultations with classroom teachers, students, and parents to review students performance to determine an increase in student achievement.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Grade levels orientations are conducted the second week of school in order to provide students with pertinent information related to graduation requirements and being successful in high school. This is important to students of all grade levels but of particular importance to students transitioning from middle school or a new school to RMEC. Additionally, for the upperclassmen who will graduate from RMEC, informational meetings are conducted in the evening for parents and students alike. These topics of discussion include but are not limited to: graduation requirements, SAT/ACT prep, Financial Aid, College Tour information, and Scholarship Opportunities. Lastly, college tours are arranged by the activities director to a variety of campuses across the state in order to provide eligible students with a "college-like experience" prior to the students actually starting class.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

RMEC offers the following Career Academies and Strands:

Academy of Digital Media Technology (DMT)

- CISCO/Networking
- Graphic Animation & Digital Arts Technology
- Hospitality & Tourism (NAF Academy)
- TV Production & Sound Recording Engineering

The DMT Academy represents the wave of the future. Students will be involved in multimedia

activities such as live broadcasting, commercial art, and graphic animation. Hands on experience with our state of the art equipment will prepare students for careers in design arts and television.

Academy of Engineering

- Engineering Technology

The Engineering Academy presents the cutting edge of technology in the field of Engineering.

Students with an interest in math and science have the opportunity to develop and showcase their talents and abilities in this academy.

Academy of Health Science

- Dental Aide
- Medical Assisting
- Nursing
- Physical Therapy
- Sports Medicine
- Veterinary Assisting

The Health Sciences Academy offers a multitude of programs designed to meet the interests of any student interested in pursuing a career in health care. Our programs are designed to fulfill predicted critical shortage areas in the health services industry. State of the art equipment, school site working labs, direct clinical experiences on site medical facilities and high level math and science courses provide students with a well rounded background to meet today's medical needs.

Academy of Entrepreneurship

- Cosmetology
- Major Appliance Technology
- Automotive Youth Education Systems (AYES)
- Culinary Arts
- Early Childhood Education

The Entrepreneurship Academy covers three diverse strands that have been identified as growth areas in the 21st century. It offers rigorous curriculum in Cosmetology, Culinary Arts, and Early Childhood Education, which provides students opportunities for success in these service industries. Additionally, students will be given hands-on experience with the mechanical and technological aspects of careers in each strand while maintaining high academic standards. Within the framework set by industry and government, this academy offers a curriculum that meets the needs of the participants and the growing industry.

Academy of Visual and Performing Arts

- Band (Music for Stage & Screen)
- Chorus
- Dance
- Drama
- Strings (Orchestra)
- Visual Arts

Students enrolled in this academy will have the opportunity to acquire knowledge in the rapidly growing area

of arts and entertainment. This academy is geared towards live stage performance and the performing arts.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities. Students are also given the opportunity to participate in co-curricular clubs and further explore career options and participate in competitions at the district, state and national level.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Guidance counselors will conduct "credit analysis" reviews with every 12th grader in order to determine if graduation requirements are on target and if post secondary goals are near completion. Students have access to their portal and electronic portfolios which both contain vital information as it relates to a student's academic record.

Additionally, RMEC will continue to sponsor open dialogue with local, state and national level colleges/universities and/or vocational programs. RMEC will maintain a collaborative relationship with district support staff in order to provide students current and accurate information through the post graduation transition process.

Lastly, through both beginning and mid year orientations, students are presented with a plethora of information which includes resources and information on college readiness preparation.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities. Additionally, students who do not score at proficiency levels on the PERT are placed in College Readiness classes to prepare them and get them "college ready."

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If career and technical instruction is improved in all areas, then student certification/licensure rates will increase.
- G2.** If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If career and technical instruction is improved in all areas, then student certification/licensure rates will increase. **1a**

G095043

Targets Supported **1b**

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal **3**

- There is limited evidence that all industry certifications/licensures earned by students who have completed programs is being captured.

Resources Available to Help Reduce or Eliminate the Barriers **2**

-

G2. If core instruction is increased in all content areas then student achievement will improve. 1a

G092764

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
Bio I EOC Pass	68.0
Algebra I EOC Pass Rate	50.0
U.S. History EOC Pass	73.0

Targeted Barriers to Achieving the Goal 3

- Infusing technology with the curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Nearpod, Core-Content Professional Development Sessions, Curriculum Support Specialists, Florida Standards, MDCPS Pacing Guides, Textbooks, TAG Team (Technical Assistance Guru Team), Creative Faculty Meeting Time Usage, School Site PD Offerings, MDCPS PD Offerings, District On-line Resources (Websites of Content Areas), Tablets, Promethean Boards, Edgenuity, Khan Academy, Gizmos, eBooks, Employee Portal Resources

Plan to Monitor Progress Toward G2. 8

The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR (where applicable)Topic Tests (where applicable), Teacher created exams, classwork, unit assessments, FSA, EOC's (where applicable), Mid Year Assessments, Unit Assessments, Mini Assessments

Person Responsible

Reginald Fox

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion


The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR (where applicable)Topic Tests (where applicable), Teacher created exams, classwork, unit assessments, FSA, EOC's (where applicable), Mid Year Assessments, Unit Assessments, Mini Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If career and technical instruction is improved in all areas, then student certification/licensure rates will increase. 1

G095043

G1.B1 There is limited evidence that all industry certifications/licensures earned by students who have completed programs is being captured. 2

B255812

G1.B1.S1 Implement monitoring plan for all career technical programs with related certifications/licenses. 4

S270363

Strategy Rationale

Career technical students have not been reporting when they earn certification/licensure.

Action Step 1 5

Technical College Administrators will monitor monthly district certification results.

Person Responsible

Reginald Fox

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

District certification reports, Administrative meeting agendas and sign in sheets.

Action Step 2 5

Technical College administrators will disaggregate industry certification data and share with teachers.

Person Responsible

Reginald Fox

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Action Step 3 5

Technical College personnel will contact all students that have completed their program and have not provided certification/licensure reports.

Person Responsible

Reginald Fox

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

contact logs, school-generated data tracker

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor certificate/licensure reports.

Person Responsible

Reginald Fox

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

administrative meeting agendas, sign-in sheets, monthly reports, gradebook reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monthly reviews of certification/licensure reports.

Person Responsible

Reginald Fox

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

administrative meeting agendas, sign-in sheets, monthly reports, gradebook reports, state certification/licensing organizational reports.

G2. If core instruction is increased in all content areas then student achievement will improve. 1

G092764

G2.B1 Infusing technology with the curriculum 2

B248810

G2.B1.S1 Professional Development sessions will provide teachers and staff opportunities to learn how to infuse technology in the classroom. 4

S262217

Strategy Rationale

Teachers may be unaware of new technology or may not be comfortable in using the technology available.

Action Step 1 5

Teachers will participate in two Professional Development Days which will be centered around technology integration in the classroom.

Person Responsible

Reginald Fox

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agendas, Nearpod Reports, Classroom Walkthroughs, Observations

Action Step 2 5

Teachers will participate in professional development opportunities provided by the TAG Team

Person Responsible

Reginald Fox

Schedule

On 6/7/2018

Evidence of Completion

Sign-in sheets, payroll rosters, agendas

Action Step 3 5

Teachers will participate in professional development opportunities during faculty and department meetings.

Person Responsible

Reginald Fox

Schedule

On 6/7/2018

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will conduct classroom walkthroughs and individual discussions with teachers.

Person Responsible

Reginald Fox

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observations, Notes taken, teacher feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor the implementation of new technology throughout the school by reviewing lesson plans and conducting classroom walk-throughs.

Person Responsible

Reginald Fox

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observations, Lesson plans, teacher feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.MA1 M367520	Monitor the implementation of new technology throughout the school by reviewing lesson plans and...	Fox, Reginald	8/22/2016	Observations, Lesson plans, teacher feedback	6/8/2017 every-6-weeks
G2.B1.S1.MA1 M367521	Administration will conduct classroom walkthroughs and individual discussions with teachers.	Fox, Reginald	8/22/2016	Observations, Notes taken, teacher feedback	6/8/2017 every-6-weeks
G2.B1.S1.A3 A358693	Teachers will participate in professional development opportunities during faculty and department...	Fox, Reginald	8/21/2017	Agendas, sign-in sheets	6/7/2018 one-time
G2.B1.S1.A1 A345991	Teachers will participate in two Professional Development Days which will be centered around...	Fox, Reginald	8/21/2017	Agendas, Nearpod Reports, Classroom Walkthroughs, Observations	6/7/2018 monthly
G2.B1.S1.A2 A358690	Teachers will participate in professional development opportunities provided by the TAG Team	Fox, Reginald	8/21/2017	Sign-in sheets, payroll rosters, agendas	6/7/2018 one-time
G2.MA1 M367522	The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR...	Fox, Reginald	8/21/2017	The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR (where applicable)Topic Tests (where applicable), Teacher created exams, classwork, unit assessments, FSA, EOC's (where applicable), Mid Year Assessments, Unit Assessments, Mini Assessments	6/7/2018 daily
G1.B1.S1.MA1 M386577	Monthly reviews of certification/licensure reports.	Fox, Reginald	10/27/2017	administrative meeting agendas, sign-in sheets, monthly reports, gradebook reports, state certification/licensing organizational reports.	6/7/2018 monthly
G1.B1.S1.MA1 M386573	Monitor certificate/licensure reports.	Fox, Reginald	10/27/2017	administrative meeting agendas, sign-in sheets, monthly reports, gradebook reports	6/7/2018 monthly
G1.B1.S1.A1 A361915	Technical College Administrators will monitor monthly district certification results.	Fox, Reginald	10/27/2017	District certification reports, Administrative meeting agendas and sign in sheets.	6/7/2018 monthly
G1.B1.S1.A2 A361916	Technical College administrators will disaggregate industry certification data and share with...	Fox, Reginald	10/27/2017		6/7/2018 monthly
G1.B1.S1.A3 A361917	Technical College personnel will contact all students that have completed their program and have...	Fox, Reginald	10/27/2017	contact logs, school-generated data tracker	6/7/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If core instruction is increased in all content areas then student achievement will improve.

G2.B1 Infusing technology with the curriculum

G2.B1.S1 Professional Development sessions will provide teachers and staff opportunities to learn how to infuse technology in the classroom.

PD Opportunity 1

Teachers will participate in two Professional Development Days which will be centered around technology integration in the classroom.

Facilitator

Jennifer Rodriguez-Ledesma, TAG team, PD Liaison

Participants

Faculty

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Teachers will participate in professional development opportunities provided by the TAG Team

Facilitator

TAG Team, PD Liaison

Participants

Faculty

Schedule

On 6/7/2018

PD Opportunity 3

Teachers will participate in professional development opportunities during faculty and department meetings.

Facilitator

Principal, TAG Team

Participants

Faculty

Schedule

On 6/7/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Technical College Administrators will monitor monthly district certification results.	\$0.00
2	G1.B1.S1.A2	Technical College administrators will disaggregate industry certification data and share with teachers.	\$0.00
3	G1.B1.S1.A3	Technical College personnel will contact all students that have completed their program and have not provided certification/licensure reports.	\$0.00
4	G2.B1.S1.A1	Teachers will participate in two Professional Development Days which will be centered around technology integration in the classroom.	\$0.00
5	G2.B1.S1.A2	Teachers will participate in professional development opportunities provided by the TAG Team	\$0.00
6	G2.B1.S1.A3	Teachers will participate in professional development opportunities during faculty and department meetings.	\$0.00
Total:			\$0.00