

Miami-Dade County Public Schools

Ronald W. Reagan/Doral Senior High School



2015-16 School Improvement Plan

Ronald W. Reagan/Doral Senior High School

8600 NW 107TH AVE, Doral, FL 33178

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Ronald W. Reagan/Doral Senior High School provides a challenging and innovative curriculum that prepares our students for an evolving global community.

Provide the school's vision statement

Ronald W. Reagan/Doral Senior High School recognizes that all students can strive for success through the development of character, literacy, and philanthropy. We are committed to create an environment in which students are inspired to reach their potential, become productive citizens, and embrace life-long learning.

School Environment

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

At Ronald W. Reagan/Doral Senior High, our teachers are highly encouraged to build relationships with students and their parents in order to create an effective paradigm that encompasses school-student-parent. Our teachers utilize several different mechanisms to build relationships as well as be accessible to students such as: school webpage, teacher webpages, newsletters, EDMODO and Remind. At the commencement of the school year, we conduct student orientations by grade levels to inform students about policy/procedures, introduce them to key personnel and explain the academic expectations.

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

Ronald W. Reagan/Doral Senior High creates an environment where students feel safe and respected before, during and after school by creating policies and procedures for students and staff members. Visibility is a key component that we utilize to create a safe environment. Ensuring that support personnel such as: security monitors, administrators and even teachers are visible at all times. The implementation of clear and consistent expectations for behavior (Reagan Discipline Plan and Student Code of Conduct) and establishing routines and rituals assist students in understanding the expectation and furthermore feeling safe. Our high expectations for academics help the students remain focus on what is important and feel supported by their counselors/administrators to discuss their education. At Ronald W. Reagan/Doral Senior High, we have established a culture that empowers the student to be an active member of their education. Students feel comfortable speaking to their counselors, TRUST counselor, CAP advisor, teachers and even administrators about any concerns that they may have. Our Student Government even meets with the principal on a quarterly basis to address student concerns and supply problem solving suggestions. We have an "open door policy" that facilitates a feeling of respect and safety.

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

At Ronald W. Reagan/Doral Senior High, we created a Discipline Plan that correlates with the Code of Student Conduct that is provided by our school district. At the commencement of the school year, the policies and procedures are discussed at parent orientation, student grade level orientation assemblies and clearly posted on our website. The expectation for behavior at Ronald W. Reagan/Doral is vividly communicated and supported by the parents and community stakeholders. The community understands and respects the culture and academic expectation that we have established at the school. All members of our staff have helped develop and support our policy and procedures for discipline which in turn allow us to maximize our instructional time. Our goal is to assist our students in improving academic achievement which results in college-career readiness.

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

Ronald W. Reagan/Doral Senior High has a highly qualified team of guidance counselors, TRUST counselor and CAP Advisor who provide services on a one-on-one basis. Our counselors are assigned by letters, so that there is continuity in the services that they provide as well as an in-depth knowledge of the students. We conduct credit checks with the individual student to discuss: graduation requirements, GPA, assessment requirements, Bright Futures scholarship, community service hours, college readiness and any other needs or concerns the student may want to address. In terms of emotional needs, our TRUST counselor created a form for student referrals that allows the teachers to refer students to her to address any social-emotional issues that the student may be experiencing. We implemented the HIP program at our school, where the students serve as peer counselors and develop presentations on an array of issues that affect teenagers today. Our goal is to promote a school culture and/or environment where students feel comfortable with their teachers, support personnel and administrators to discuss any school issues that may be occurring. Students have initiated clubs, activities and fundraisers that allow an outlet for students to be active members of their community.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

At Ronald W. Reagan/Doral Senior, we utilize a grade level grid and credit check forms that address all of the components of the Early Warning Systems (Level 1 Reading/Math, Failed Courses Reading/Math, Suspensions, Retention, GPA, Failure in 2 or more courses and Absences). Our grid provides data from file download manager and the graduation review on the reports tab in the portal. Student Services uses the grid and the credit check form to identify students who may be having issues with any of the above Early Warning Systems. Our administrators monitor the Early Warning Systems and are proactive in bringing the parents to school to discuss and implement a plan of action. All of our seniors who have a GPA of 2.2 and below are scheduled for a meeting with the APC, counselor, student and parent to address the needs of the students and develop a plan to assist the student in graduating on time. We attribute the increase that we have shown in the last two years with our graduation rate to these meetings.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	58	86	112	174	430
One or more suspensions	0	0	0	418	418
Course failure in ELA or Math	47	136	44	19	246
Level 1 on statewide assessment	101	74	0	0	175

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	11	33	57	41	142

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

The following intervention strategies are employed by the school to improve academic performance of students identified by the early warning system:

- *Implementation of the Florida Continuous Improvement Model (F-CIM)
- *Using data reports to drive differentiated instruction (DI)
- *Provide opportunities for remedial/enrichment tutorial programs (NHS school wide tutoring)
- *Tracking students academic progress (Grid & Credit Checks)
- *Provide information about night school and FLVS

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Ronald W. Reagan/Doral Senior High provides parents the opportunity to tour our campus on a monthly basis to discuss all academic programs and/or any concerns about transition to high school. Several of the topics that are discussed are as follows: High School Graduation Requirements, Cambridge AICE Program, AP Program, Honors Program, Dual Enrollment, Bright Futures Scholarships, ConnectEDU, Standardized Testing, Scholarship Opportunities, School Safety, etc. Our goal for the 2015-2016 school year is to continue to target parental involvement and increase the percentage of parents participating in school wide activities by 7 percentage points.

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

Ronald W. Reagan/Doral Senior High has a very active community that is supportive of the school and student achievement. We have built relationships with several of our local newspapers who are always advocating for our students and publishing our student success stories and achievements. The local police has established presentations to support our endeavors to inform students and make them active citizens in our community. The local police train our students on how to identify bullying and inform them of their civic responsibility to report. Since we have established this collaboration with our local police about five years ago, we have minimal incidents with bullying at our school site. Our local politicians are supportive of our school by attending school functions and donating on a yearly basis monies to our school to continue the success of the Ronald W. Reagan/Doral.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Silva, Juan	Principal
Cabrera, Elena	Assistant Principal
Ibarra, Allison	SAC Member
Valdes-Spence, Graciela	Teacher, K-12
Quarles, Christopher	Assistant Principal
Sosa Fernandez, Lilian	Teacher, K-12
Lopez, Maite	Guidance Counselor
Lulo, Victor	Teacher, K-12
Pardo, Maria	Teacher, K-12
Gonzalez, Marilyn	Teacher, K-12
Gant, Willie	Teacher, K-12
Cadaval, David	Assistant Principal
Buchanan, Calvin	Assistant Principal

Duties

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

Tier 1(Leadership Team)

- Administrator(s) (Juan Carlos Silva, Principal; Elena Cabrera, Assistant Principal; Calvin Buchanan, Assistant Principal; Christopher Quarles, Assistant Principal; and David Cadaval, Assistant Principal) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, social sciences and behavior specialists (Allison Ibarra, Language Arts Curriculum Leader; Marilyn Gonzalez, Reading Curriculum Leader; Grace Valdes-Spence, Math Curriculum Leader; Maria Pardo, Science Curriculum Leader; Victor Lulo, Social Sciences Curriculum Leader; Lilian Sosa-Fernandez, ESOL Curriculum Leader and Vanessa Dager, TRUST counselor)
- Special education personnel (Myra McKee, SPED/Gifted Curriculum Leader)
- School guidance counselor (Maite Lopez, Student Services Curriculum Leader)

- School psychologist (Michelle Varela)
- School social worker (Dr. Yanick Alcindor)
- Member of advisory group, community stakeholders, parents (Carlos Gonzalez, parent; Mara Falero, BCR;)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (on a monthly basis) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Juan Silva, Elena Cabrera, David Cadaval, Calvin Buchanan, Christopher Quarles) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Juan Silva, Elena Cabrera, David Cadaval, Calvin Buchanan, Christopher Quarles) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth 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)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Juan Carlos Silva	Principal
Allison Ibarra	Teacher
Diana Carballo	Teacher
Michael Russ	Teacher
Iris Sanchez-Ruiz	Teacher
Barbarah Heimer	Student
Carlos Gonzalez	Parent
Christine Tundidor	Education Support Employee
Claudia Defranceschi	Parent
Daniel Cuadra	Education Support Employee
Despina Anthemidez	Parent
Fernando Collar	Teacher
Logan Schroeder-Stephens	Student
Margarita Soto	Parent
Mitch Yngber	Business/Community
Rosa Marval	Parent
Vanessa Ortega	Business/Community
Zaida Mejia	Parent
Jessica Fumero	Teacher
Cesar Candemil	Teacher

Duties

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

Evaluation of last year's school improvement plan

At Ronald W. Reagan/Doral Senior High, we meet and collaborate before the end of the school year with all of our departments to complete the End of the Year SIP evaluation form that allows the staff to reflect on the strategies that were effective and create new strategies for the upcoming year. These evaluation forms are presented to the EESAC committee, so that they can provide feedback on what activities were effective and provide additional suggestions. The feedback is utilized to develop the new School Improvement Plan for the upcoming year.

Development of this school improvement plan

The EESAC at Reagan/Doral Senior High School is the sole body responsible for final decision making at the school relating to the implementation of the SIP goals. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC's budget.

Preparation of the school's annual budget and plan

At Ronald W. Reagan/Doral Senior, our annual budget is dispersed based on the proposals that are submitted to the EESAC for approval. All staff members are afforded the opportunity to make a proposal for EESAC to approve.

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

Last year's budget was allocated to the following proposals:

Approved Proposal #1 is from the Reagan advocate, our schools newspaper. They are seeking funds to publish an online newspaper through the School Newspapers Online. The initial cost is \$600. Of that amount, \$300 is for the start-up and \$300 is for maintenance.

Approved Proposal #2 is from Mr. Lampard (Video Production). He is requesting \$849.99 to purchase a Disk Cover auto printer.

Approved Proposal #3 is from Mr. Campos for \$1228.00 to purchase supplemental books "Gateway to U.S. History".

Approved Proposal # 4 is from Coach Lopez. He is requesting \$600 for the HUDL program which will allow student athletes to create their own highlights for college recruiting and scholarship purposes.

Approved Proposal # 5 is from Ms. Medina in the amount of \$595.50. She is requesting new titles for the media center in order to enhance critical thinking and student achievement across all grade levels.

Approved Proposal # 6 is from Ms. Sanchez-Ruiz on behalf of the Social Sciences department. She is requesting \$985.06 to purchase materials for the new Law Studies class.

Approved Proposal # 7 was submitted by Ms. Renette Miret. She requested items in the amount of \$473.58, to assist her SPED students in working on office skills. Items included a printer and toner.

Approved Proposal # 8 was submitted by Ms. Pardo. She requested supplemental materials in the amount of \$500.00 to assist her Cambridge Biology and Honors/Regular Biology students to prepare for their respective end of course exams. The items would be able to be accessed via a download link.

Approved Proposal #9 Ms. Cabrera is requesting \$2999 from the EESAC funds to be used for awards

Approved Proposal #10 Ms. Ibarra stated that \$1575.73 was remaining, and per a previous vote, that remaining funds have been awarded to the media center to make purchases for the school.

Total funds distributed: \$10,406.86

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Silva, Juan	Principal
Cabrera, Elena	Assistant Principal
Quarles, Christopher	Assistant Principal
Gonzalez, Marilyn	Teacher, K-12
Medina, Ana	Instructional Media
Ibarra, Allison	Teacher, K-12
Valdes-Spence, Graciela	Teacher, K-12
Pardo, Maria	Teacher, K-12
Lulo, Victor	Teacher, K-12
Cadaval, David	Assistant Principal
Buchanan, Calvin	Assistant Principal
Sosa Fernandez, Lilian	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

At Ronald W. Reagan/Doral Senior, we do not have common planning, but we have established departmental Professional Learning Communities (PLC) to facilitate collaboration and professional growth. Moreover, all of our professional development activities are departmentalized to address the needs of that particular content area. In the summer, departments planned grade level bell ringers and instructional focus calendars that incorporate the district pacing guide and the Florida Standards.

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

1. Regular meetings with new teachers and the Principal Principal
2. Partnering new teachers with veteran staff. Assistant Principal
3. Soliciting referrals from current employees Principal
4. Professional Learning Communities Curriculum Leaders
5. Curriculum Council Principal / Assistant Principal for Curriculum
6. MINT Program Trained Assigned Mentor

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

This school year we have one beginning teacher who has been paired with a veteran teacher in her department. They both teach the same grade level and subject matter which helps facilitate grade level collaboration. The veteran teacher will be attending the mentor trainings to understand and implement the responsibilities of a mentor. The mentee is in the MINT program which supports new and second year teachers. The mentee will also receive support from the Curriculum Leader and Assistant Principal for Curriculum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All core instructional programs at Ronald W. Reagan/Doral Senior High are aligned to the Florida Standards. Teachers have access to the district pacing guides that ensure that the Florida Standards are being addressed through an array of resources and direct links. Through our PLC's, departments meet once a month to discuss lesson plans, best practices, data analysis and conduct collaborative conversations to ensure that the core instructional program is aligned with the Florida Standards. Teachers utilize C-Palms for lesson planning, share grade level assessments on Thinkgate and use software like Quia to generate data and differentiate instruction on a need basis. Through participation in professional development opportunities and Professional Learning Communities our teachers through collaboration will improve the core instruction by designing lesson plans that implement cross-curricular content areas and use different resources that help facilitate differentiated instruction, and infuse instructional programs that align to the Florida Standards.

Instructional Strategies

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

Ronald W. Reagan/Doral Senior implements the Florida Continuous Improvement Model (F-CIM) as an ongoing process to analyze data, create data driven instruction focus calendars that align to the pacing guide, allow for re-teaching concepts and provide remedial/enrichment opportunities for all students. We conduct data chats with teachers as well as students, so that students understand their areas of strength and their areas of weakness. We identify the lowest quartile for all teachers at our school and provide them with a spreadsheet that indicates which students are at-risk and need more individualized instruction. Teachers must keep a data binder that reflects "active" data analysis and usage to help progress monitor the students throughout the school year.

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: Extended School Day

Minutes added to school year: 5,400

National Honor Society Students conduct peer tutoring of all tested content areas: Language Arts/ Reading, Algebra 1, Geometry, Algebra 2, Biology and US History. These students also tutor students for enrichment in all subject areas and even in the AICE Cambridge and AP curriculum.

Strategy Rationale

Peer tutoring has worked effectively at our school, since students tend to lose their inhibitions when they are being tutored on a one-on-one basis. The quality of the thought process and understanding concepts magnifies to a higher level than in the classroom

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Silva, Juan, pr7241@dadeschools.net

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

The data is collected through the attendance sheets and correlated with scores on interim assessments, AP Exams and AICE Cambridge Exams. The curriculum generated materials help to monitor that students are making progress on targeted and tested item specifications.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Ronald W. Reagan/Doral Senior, counselors meet with students in a one-on-one setting to discuss the credit check form, grid and subject selection sheets. Emphasis is always placed on the long term goal and/or career choice. Our counselor meet with the students every year and utilize the grid to track their progress towards meeting the high school graduation requirements and making informative decisions about courses that can help impact their admission to the school of their choice. Our CAP advisor plays an active role in this process by discussing entrance requirements for specific colleges/ universities and organizing college/university visits so that students can ask questions directly to the institutions.

College and Career Readiness

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

Articulation agreements allow students to earn college credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Readiness for post secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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

The school incorporates applied and integrated courses by supporting student success through organized work-based learning experiences (on-the-job training, internships, and job shadows) in collaboration with our parents/guardians, community, and business partners at Ronald Reagan/Doral Senior High school. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. The school offers students elective courses in art, technology, and Industry Certification. Many of these courses focus on job skills.

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

Ronald W. Reagan/Doral Senior High has increased the number of career and technical education courses being offered at the school. For the 2015-2016 school year, we have been selected by our school district to implement the new Global Trade/Computer Logistics Academy. We are also expanding our Coding/Gaming and Animation strands that were added last school year to year two. Students were surveyed on courses that they would like to see offered at our school and their responses drive our course offerings. Also, we have expanded on our STEM program and have increased course offerings as well as participation in STEM related activities.

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

Given an analysis of the High School Feedback Report, it indicated that Ronald W. Reagan/Doral Sr. High had a higher rate than both the district and the state in the following pre-graduation indicators: percent of 2012 graduates who scored at level 3 or higher on the 10th grade FCAT in both Reading and Math, percent of 2012 graduates completing a college prep-curriculum, percent of 2012 graduates who were eligible for the maximum Bright Futures award, percent of 2012 graduates who completed at least one AP, IB, AICE, or Dual Enrollment course, percent of 2012 graduates completing at least one level 3 high school math course, percent of 2012 graduates completing at least one level 3 high school science course, percent of 2012 graduates who took the PSAT, percent of 2012 graduates who took the SAT, percent 2012 graduates who took and scored at above college level in all three subjects on the SAT, percent 2012 graduates enrolled in a Florida public postsecondary institution, percent 2012 graduates at a community college in Florida, percent 2012 graduates enrolled in college credit courses at a Florida public postsecondary institution earning a GPA above 2.0, percent 2012 graduates enrolled college credit courses at independent colleges and University of Florida earning a GPA above 2.0, of the graduates enrolled in a Math course in Florida in Fall—the percent who successfully completed Remedial Math, Entry-Level Math, and other College-level English.

The following are strategies that have proven to be effective for Ronald W. Reagan/Doral Sr. High's student population and we will continue to implement in the 2015—2016 school year:

- Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might be interested in taking the PSAT.
- Students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination through their Language Arts classes.
- Students will participate in career planning through the state's www.flvc.org website - portfolio, interest inventory, and monitoring their Bright Futures award eligibility.
- Annual in-house College Fair and having different colleges/universities visit the school to discuss admission requirements and financial aid.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070443

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - SWD	
FSA English Language Arts - Achievement	77.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	74.0
FSA Mathematics - Achievement	58.0
Math Gains	73.0
Math Lowest 25% Gains	66.0
Algebra I EOC Pass Rate	63.0
Geometry EOC Pass Rate	69.0
Bio I EOC Pass	74.0
Attendance rate	85.0
Discipline incidents	15.0
GPA below 2.0 - H.S.	10.0
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal 2

- Promethean boards/Smart boards, Multiple Computer Labs, 2-5 Computers in the classroom, all 9th graders and 10th graders have tablets, All ESOL students have Ipads, Curriculum Leaders in all Content Areas, Imagine Learning (ESOL Level 1) Achieve 3000, Reading Plus, Gizmos, Noredink.com, C-Palms, History Lab, Edmodo, Everfi, Algebra Nation, Khan Academy, Ted Talks, Quia, NHS Tutoring in all subjects, ESOL Tutoring, Curriculum Leader Meetings (twice a month), PLC Meeting by department (Early Release Day), Media Specialist.

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of accessing Thinkgate to analyze data, upload exams to incorporate student/teacher data chats contributed to a decrease in learning gains and the performance of the lowest quartile.

Plan to Monitor Progress Toward G1. 8

Follow FCIM by utilizing data from District EOC, Reading and Writing Assessments

Person Responsible

Elena Cabrera

Schedule

Quarterly, from 10/8/2015 to 6/9/2016

Evidence of Completion

Student Data Chat Form, District EOC, Reading and Writing 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. To increase student achievement by improving core instruction in all content areas. **1**

 G070443

G1.B1 Limited knowledge of accessing Thinkgate to analyze data, upload exams to incorporate student/teacher data chats contributed to a decrease in learning gains and the performance of the lowest quartile.

2

 B183501

G1.B1.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research and differentiated instruction to meet the various needs of students. **4**

 S195186

Strategy Rationale

Data is used to differentiate instruction to address specific student needs. The data will be used to develop sound instructional practices and collaborative conversations.

Action Step 1 **5**

Arrange a professional development (train-the-trainer model) for the effective implementation of Thinkgate to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations

Person Responsible

Graciela Valdes-Spence

Schedule

On 10/8/2015

Evidence of Completion

Agenda & Sign-In Sheets

Action Step 2 5

Trainers will lead a professional learning community during early release day in the effective implementation of Thinkgate.

Person Responsible

Graciela Valdes-Spence

Schedule

On 12/10/2015

Evidence of Completion

Agenda & Sign-In Sheets

Action Step 3 5

Curriculum leaders will lead a professional learning community during a department meetings on how to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations.

Person Responsible

Graciela Valdes-Spence

Schedule

Biweekly, from 12/10/2015 to 6/9/2016

Evidence of Completion

Agenda, Sign-In Sheet, Lesson Plans

Action Step 4 5

During core and differentiated instruction teachers will engage students in higher order questioning strategies that lead to collaborative conversations based on student data

Person Responsible

Graciela Valdes-Spence

Schedule

Daily, from 12/10/2015 to 6/9/2016

Evidence of Completion

Student data from teacher made assessments, EOC, and FSA assessments

Action Step 5 5

Through professional learning communities and/or modeling provide identified teachers with additional support in the effective implementation of best practices.

Person Responsible

Graciela Valdes-Spence

Schedule

Biweekly, from 12/10/2015 to 6/9/2016

Evidence of Completion

Student data from teacher made assessments, EOC, and FSA assessments

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

Administrators will monitor the fidelity by conducting classroom walkthroughs.

Person Responsible

Juan Silva

Schedule

Weekly, from 10/8/2015 to 6/9/2016

Evidence of Completion

Classroom Observation Logs, Sign-In Sheets, Agendas, Follow-Up Activity, Master Plan Points

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

Administrators will monitor the effectiveness by conducting teacher data chats, implementation of student/teacher of student/teacher data chat, usage of Thinkgate reports visible in data binders, teacher data chat protocol, student data chat protocol and student work folders.

Person Responsible

Juan Silva

Schedule

Weekly, from 10/8/2015 to 6/9/2016

Evidence of Completion

Sign-in Sheet, Agendas, Follow-Up Activity, Classroom Observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Arrange a professional development (train-the-trainer model) for the effective implementation of Thinkgate to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations	Valdes-Spence, Graciela	10/8/2015	Agenda & Sign-In Sheets	10/8/2015 one-time
G1.B1.S1.A2	Trainers will lead a professional learning community during early release day in the effective implementation of Thinkgate.	Valdes-Spence, Graciela	12/10/2015	Agenda & Sign-In Sheets	12/10/2015 one-time
G1.B1.S1.A3	Curriculum leaders will lead a professional learning community during a department meetings on how to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations.	Valdes-Spence, Graciela	12/10/2015	Agenda, Sign-In Sheet, Lesson Plans	6/9/2016 biweekly
G1.B1.S1.A4	During core and differentiated instruction teachers will engage students in higher order questioning strategies that lead to collaborative conversations based on student data	Valdes-Spence, Graciela	12/10/2015	Student data from teacher made assessments, EOC, and FSA assessments	6/9/2016 daily
G1.B1.S1.A5	Through professional learning communities and/or modeling provide identified teachers with additional support in the effective implementation of best practices.	Valdes-Spence, Graciela	12/10/2015	Student data from teacher made assessments, EOC, and FSA assessments	6/9/2016 biweekly
G1.MA1	Follow FCIM by utilizing data from District EOC, Reading and Writing Assessments	Cabrera, Elena	10/8/2015	Student Data Chat Form, District EOC, Reading and Writing Assessments	6/9/2016 quarterly
G1.B1.S1.MA1	Administrators will monitor the effectiveness by conducting teacher data chats, implementation of student/teacher of student/teacher data chat, usage of Thinkgate reports visible in data binders, teacher data chat protocol, student data chat protocol and student work folders.	Silva, Juan	10/8/2015	Sign-in Sheet, Agendas, Follow-Up Activity, Classroom Observations	6/9/2016 weekly
G1.B1.S1.MA1	Administrators will monitor the fidelity by conducting classroom waklthroughs.	Silva, Juan	10/8/2015	Classroom Observation Logs, Sign-In Sheets, Agendas, Follow-Up Activity, Master Plan Points	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited knowledge of accessing Thinkgate to analyze data, upload exams to incorporate student/teacher data chats contributed to a decrease in learning gains and the performance of the lowest quartile.

G1.B1.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research and differentiated instruction to meet the various needs of students.

PD Opportunity 1

Arrange a professional development (train-the-trainer model) for the effective implementation of Thinkgate to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations

Facilitator

Grace Valdes-Spence

Participants

Maria Pardo, Yesenia Santos, Michael Russ, Allison Ibarra, Marjorie Mayorga, Elihut Mesa, Victor Lulo, Iris Sanchez-Ruiz, , Juan Huguet, Miguel Acosta, Oscar Marquez, Elena Cabrera, Israel Porras, and Ana Medina

Schedule

On 10/8/2015

PD Opportunity 2

Trainers will lead a professional learning community during early release day in the effective implementation of Thinkgate.

Facilitator

Maria Pardo, Yesenia Santos, Michael Russ, Allison Ibarra, Marjorie Mayorga, Victor Lulo, Iris Sanchez-Ruiz, , Juan Huguet, Miguel Acosta, Oscar Marquez, Jamie Gant, Elena Cabrera, Israel Porras, and Ana Medina

Participants

Language Arts/Reading/ESOL Departments, Mathematics Department, Science Department, Social Studies Department and Electives

Schedule

On 12/10/2015

PD Opportunity 3

Curriculum leaders will lead a professional learning community during a department meetings on how to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations.

Facilitator

Maria Pardo, Yesenia Santos, Michael Russ, Allison Ibarra, Marjorie Mayorga, Elihut Mesa, Victor Lulo, Iris Sanchez-Ruiz, Juan Huguet, Miguel Acosta, Oscar Marquez, Jamie Gant, Elena Cabrera, Israel Porras, and Ana Medina

Participants

Language Arts/Reading/ESOL Departments, Mathematics Department, Science Department, Social Studies Department and Electives

Schedule

Biweekly, from 12/10/2015 to 6/9/2016

PD Opportunity 4

During core and differentiated instruction teachers will engage students in higher order questioning strategies that lead to collaborative conversations based on student data

Facilitator

Maria Pardo, Allison Ibarra, Victor Lulo, Grace Valdez-Spence, Jamie Gant

Participants

Science, Social Studies, Language Arts, and Elective departments

Schedule

Daily, from 12/10/2015 to 6/9/2016

PD Opportunity 5

Through professional learning communities and/or modeling provide identified teachers with additional support in the effective implementation of best practices.

Facilitator

Maria Pardo, Allison Ibarra, Victor Lulo, Grace Valdez-Spence, Jamie Gant

Participants

Science, Social Studies, Language Arts, and Elective departments

Schedule

Biweekly, from 12/10/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Arrange a professional development (train-the-trainer model) for the effective implementation of Thinkgate to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$50.00
<i>Notes: Copies of the Hands On Presentation</i>						
2	G1.B1.S1.A2	Trainers will lead a professional learning community during early release day in the effective implementation of Thinkgate.				\$0.00
3	G1.B1.S1.A3	Curriculum leaders will lead a professional learning community during a department meetings on how to utilize reports and enable teachers to restructure instructional practices to meet individual needs of students infusing higher order questioning strategies that lead collaborative conversations.				\$0.00
4	G1.B1.S1.A4	During core and differentiated instruction teachers will engage students in higher order questioning strategies that lead to collaborative conversations based on student data				\$0.00
5	G1.B1.S1.A5	Through professional learning communities and/or modeling provide identified teachers with additional support in the effective implementation of best practices.				\$0.00
					Total:	\$50.00