

Miami-Dade County Public Schools

Ronald W. Reagan/Doral Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Positive Culture & Environment	31
Budget to Support Goals	31

Ronald W. Reagan/Doral Senior High School

8600 NW 107TH AVE, Doral, FL 33178

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

Demographics

Principal: Ramon Garrigo J

Start Date for this Principal: 7/6/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: I (%) 2017-18: I (%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	31

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	I	I

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Purpose and Outline of the SIP

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Part I: School Information

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 creating an environment in which students are inspired to reach their potential, become productive citizens, and embrace life-long learning.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Boue, Juan	Principal	Educational leader, who supervises and facilitates the daily activities and operations within the school by setting performance objectives for students and teachers, and by implementing and monitoring school policies and safety protocols while managing the policies, regulations, and procedures.
Garrastazu, Mary	Assistant Principal	Responsible for oversight, design and implementation of an appropriate, comprehensive, high quality and cost- effective curriculum. To provide professional leadership for the school and facilitate high quality teaching, effective use of resources and improve the standards of learning and achievement for all students. Oversees the Cambridge and P2C Academies, Language Arts and Mathematics Departments and Student Services Department.
Patrick, Vega	Other	Coordinating with administration to create education plans for students in the Cambridge Program. Meets with parents to discuss goals and needs of students. Offers support to teachers in the program and provides alternative methods that are successful. Track academic performance to maximize student college readiness.
Lopez, Karla	Other	Coordinating with administration to create education plans for students in the Teaching Academy. Meet with parents to discuss the goals and needs of students. Offers support to teachers in the program and provides alternative methods that are successful. Tracks academic performance.
Sanchez-Ruiz, Iris	Other	Coordinating with administration to create education plans for students in the Law Academy. Meet with parents to discuss the goals and needs of students. Offer support to teachers in the program and provide alternative methods that are successful. Tracks academic performance.
Buchanan, Calvin	Assistant Principal	Oversees school operations as they relate to building maintenance, safety protocols and capital improvements to ensure that they meet the needs of the organization, its staff and students. Monitors property control and internal funds. Supervises the AP/CTE Academies, Physical Ed., Science and Social Science departments.
	Assistant Principal	Monitors attendance, gradebook, supplements, transportation and payroll. Oversees family engagement and FTE. Supervises the Fine Arts Academy, ESOL, Foreign Language, Law Academy and Exceptional Student Education.,

Demographic Information

Principal start date

Wednesday 7/6/2016, Ramon Garrigo J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

57

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,676

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	234	262	518	560	1574	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	40	105	101	275	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	42	93	55	207	
Course failure in Math	0	0	0	0	0	0	0	0	0	28	27	123	72	250	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	59	121	148	387	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	42	48	80	144	314	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	118	61	0	0	179	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	57	60	158	152	427	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	2	9	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	46%	55%	-9%	55%	-9%
Cohort Comparison		0%				
10	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	68%	-1%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	71%	1%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	63%	-23%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	54%	-3%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The following progress monitoring tools were used for compiling the data below: Power Bi, Performance Matters and iReady (8th Grade).

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	56.8%	0
	Economically Disadvantaged	0	53.5%	0
	Students With Disabilities	0	7.7%	0
	English Language Learners	0	10.0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	42.3%	0
	Economically Disadvantaged	0	39.7%	0
	Students With Disabilities	0	0	0%
	English Language Learners	0	46.0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	40.4%	0
	Economically Disadvantaged	0	56.6%	0
	Students With Disabilities	0	29.2%	0
	English Language Learners	0	20.3%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	71.6%	0
	Economically Disadvantaged	0	73.2%	0
	Students With Disabilities	0	50.0%	0
	English Language Learners	0	67.5%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9.7%	0
	Economically Disadvantaged	0	9.5%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	9.1%	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	74.8%	0
	Economically Disadvantaged	0	72.5%	0
US History	Students With Disabilities	0	66.7%	0
	English Language Learners	0	66.7%	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	74.8%	0
	Economically Disadvantaged	0	72.5%	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	14	14	3	18	26	17	33		100	47
ELL	29	48	45	16	18	29	39	43		95	81
ASN	73	50								92	82
HSP	47	47	40	22	18	25	47	51		96	81
WHT	46	43		25				81		93	66

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	47	45	41	21	22	27	39	51		95	77
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	39	35	30	37	35	54	56		76	21
ELL	36	53	54	43	39	47	58	63		91	71
ASN	81	67						91			
BLK	57	80		45						80	
HSP	57	55	52	48	37	47	73	76		93	72
WHT	70	69	77	80	43		78	82		95	70
FRL	54	54	56	44	37	44	67	74		91	62
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Attendance:

The percentage of students with two or more early warning indicators increased from 22% in 2020 to 27% in 2021; this showed an increase of 5 percentage points.

During the 2020 -2021 school year, 40% of Reagan Teachers had ten or more absences versus 19% of teachers District-wide.

Now in 2021, 21% of students at Reagan are Level I in ELA as compared to 12% District wide.

19% of the students at Reagan are a Level I in Math as compared to 13% District wide.

2019 data findings

Overall ELA student achievement decreased by 8 percentage points.

All ELA Subgroups Learning Gains decreased by 1 percentage point.

All ELA Subgroups Learning Gains L25 neither increased nor decreased.

Overall Math Learning Gains and Learning Gains in the L25 decreased across all grade levels.

Overall Science Achievement Levels decreased by 1 percentage point.

Overall Social Studies achievement levels increased by 3 percentage points.

2021 data findings

Overall ELA student achievement decreased by 10 percentage points.

All ELA Subgroups Learning Gains decreased by 9 percentage points.

All ELA Subgroups Learning Gains L25 decreased by 12 percentage points.

Overall Math student achievement decreased by 27 percentage points.

All Math Subgroups Learning Gains decreased by 20 percentage points.

All Math Subgroups Learning Gains L25 decreased by 21 percentage points

Overall Science students Achievement Levels decreased by 27 percentage points.

Overall Social Studies achievement levels decreased by 24 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings

Learning gains in ELA decreased from 57% in 2018 to 56% in 2019 for a 1 percentage point decrease. Learning gains in Math decreased from 53% in 2018 to 38% in 2019 for a decrease of 15 percentage point decrease. Learning gains in Science decreased from 75% in 2018 to 74% in 2019 for a 1 percentage point decrease.

2021 Data findings

Achievement levels in Math decreased from 50% to 23% which is a 27 percentage point decrease.

Achievement levels in Science decreased from 74% to 47% which is also a 27 percentage point decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 data findings:

While teachers have worked to implement standards-based instruction in all classrooms, many teachers need additional training and feedback opportunities. With monitoring tools such as Power BI and Performance Matters available, teachers will have updated information on a regular basis. We will need to provide new professional development opportunities on the use of these progress monitoring tools and the new curriculum materials for ELA and Math. Tutoring and interventions must be implemented with data-driven instruction to target the needs of the students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The percentage of students proficient on the US History increased from 74% in 2018 to 77% in 2019 for an increase of 3 percentage points. The graduation rate increased from 91% in 2018 to 93% in 2019 for an increase of 2 percentage points. In addition, the percentage of students that graduated with college and career readiness increased from 60% in 2018 to 72% in 2019 for an increase of 12 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We conducted a US History Camp to target lowest benchmarks for students prior to the US History EOC. We maintained a graduation tracker for every senior that was updated biweekly by our counselors. This was instrumental in increasing our graduation rate. We increased the number student taking CTE courses, AP courses and Cambridge courses along with Dual Enrollment which also contributed to the increase in career and college readiness for the seniors.

What strategies will need to be implemented in order to accelerate learning?

Academic Vocabulary Instruction, Gradual Release of Responsibility Model, Data Chats, Project-based learning, STEAM Lessons, Data-Driven Instruction, Differentiated Instruction, Effective Curriculum and Resource Utilization, Standards-Aligned Instruction, Ongoing Progress Monitoring and utilization of SAMR Model to increase critical thinking.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will offer professional development sessions on: Gradual Release of Responsibility Model, Data Chats, Project-based learning, STEAM Lessons, Data-Driven Instruction, during presentations in September 21, November 2021, and January 2022. This will include using data to drive instruction while emphasizing effective curriculum and resource utilization as data becomes available through ongoing data chats with individualized feedback and next steps. Teachers will also be given time to collaborate on Standards-Aligned Instruction via Departmental Meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Administrators will participate in departmental meetings biweekly and provide constructive feedback during quarterly data chats. Extended learning opportunities will be provided through before and after school tutoring and interventions including Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	Based on the review of 2021 achievement data, our school will focus on the area of instructional practice as it relates to the B.E.S.T. Standards. We selected this overarching area based on our learning gains data from 2019 and 2021 that demonstrated a drop in our learning gains, specifically in Mathematics. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our standards-based instruction by providing the scaffolding of grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully transition to The B.E.S.T. Standards, our students will increase their learning gains by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for targeted standards and specifically look for Data Analysis of formative assessments to observe student progress to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Mary Garrastazu (garrastazu@dadeschools.net)
Evidence-based Strategy:	Within the B.E.S.T Standards, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains in ELA and Math as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data-driven conversations to drive instructional planning and insure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan B.E.S.T. Standards lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/16/21- 10/28/21 Provide Professional Development during Professional Development Days on effective implementation of the new FL B.E.S.T. Standards aligned to the school goals and based on current data. As a result, teachers will develop lessons aligned to the BEST Standards which directly target increasing student proficiency and mitigating the loss of learning due to COVID-19.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/03/21 Provide Professional Development for ELA teachers on effective implementation of Read180 across English and Reading classes. As a result, teachers will utilize Read180 effectively to address the deficiencies and improve learning gains.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

11/10/21 Provide Professional Development for teachers on effective implementation of the new FL B.E.S.T. Standards as it applies to project-based learning and the STEAM curriculum. As a result,

teachers will develop project-based lessons aligned to the BEST Standards utilizing STEAM concepts, which directly targets the need for more focused and sustained learning experiences.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

10/04/21 Using progress monitoring data from Power Bi and Performance Matters, Content-focused tutoring opportunities will be implemented starting to address the loss of learning and assist students at the beginning of the year to recover content knowledge and achieve proficiency. As a result, school clubs and organizations will provide tutoring services to assist in the school-wide effort to remediate low performing students. ESSR funding will be used to hire hourly teachers to assist after school with the tutoring sessions.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/01/21 - 12/17/21 Continue to provide professional development on Power Bi and Performance Matters to identify and address struggling students through progress monitoring as we transition to the BEST Standards.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/01/21 Through the purchase of Vocabulary.com licenses for all 9th and 10th grade students, our English teachers will prioritize Vocabulary as one of the four strands of the ELA B.E.S.T Standards: (Foundations, Reading, Communication, and Vocabulary).

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

02/01/22 -Create an action plan for informing all stakeholders about the new standards. This action will include a parent workshop in May to empower parents to understand the transition process as well as the expectations.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

02/15/22-Upon returning from their B.E.S.T. Standards PD's, provide ELA and Math teachers with an opportunity to collaborate through department meetings on a transition plan for teaching the new standards. Teachers will share their best practices and discuss changes that need to occur.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on our 2019 data and the School Climate Survey results from 2020 which showed a total of 481 students who met two or more Early Warning Indicators, our school has decided to focus on culture and environment as it relates to Social Emotional Learning.
Measurable Outcome:	Parents struggle with providing their children with academic support, information about health and nutrition and mental health support. When we implement the targeted element of social and emotional learning in addition to the academic support, our students will receive the services necessary to achieve measurable outcomes that will lead them to be successful. If the school is successful in providing SEL support to our students, all teachers will have participated in a growth learning experience providing them with the resources need to address students' needs.
Monitoring:	Teachers will provide documentation demonstrating their participation in SEL professional development. Attendance logs, agendas, exit slips, meeting minutes.
Person responsible for monitoring outcome:	Juan Boue (pr7241@dadeschools.net)
Evidence-based Strategy:	Based on the data provided by the School Climate Survey and Early Warning Indicators in Power Bi, there is a need for more Social Emotional support. Within the area of focus of Social and Emotional Learning, our school will focus on the evidence-based strategy of social emotional learning.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

Action Steps to Implement

9/09/21 The school Trust Counselor will spearhead monthly campaigns beginning focused on the social and emotional well-being of our students. These include the Igniting Emotional Wellness which is part of the Resilient Together campaign, No Place for Hate Campaign, the Do The Right Thing Program, the Values Matter Competition, and the Bullying Prevention program. As a result, teachers will have resources available at the school to assist students experiencing mental health issues or any student seeking help. The Trust Counselor will also be a resource and an advocate for students' social and emotional learning.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

09/05/21-To address the social and emotional needs of our 9th graders, the school will implement the Health Information Project (HIP) curriculum during the second half of the school year which consists of nine units addressing issues from bullying to substance abuse to healthy relationships. As a result, HIP will provide needed guidance and knowledge on issues pertinent to and that affect all students.

Person Responsible Calvin Buchanan (cbuchanan@dadeschools.net)

10/08/21-The school consists of a large immigrant population whose first language may not necessarily be English. The school will implement the Aspen Challenge developed during the end of the 2020-2021 school year. As a result, the ASPEN Challenge will serve as a hub of information on issues ranging from understanding the education system to receiving assistance available in the community.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

10/05/21-As a result of being back on campus this year, the Activities Director and club sponsors will be reinstituting senior events including Homecoming, Prom, Senior Breakfast and Senior Picnic. In addition, in order to raise the morale and increase school spirit of the underclassmen, the Junior Ring Ceremony and Club Rush events will take place during the months of September 2021 and October 2021. (All events will adhere to District mandated safety protocols, and all events will request Region approval before occurring.)

Person Responsible Calvin Buchanan (cbuchanan@dadeschools.net)

11/08/21-The Leadership Team will nominate a student for the Sprit of the Bison Award to recognize a student who best represents excellence in scholarship, leadership and service.

Person Responsible Juan Boue (pr7241@dadeschools.net)

11/18/21- The Educational Excellence School Advisory Council (EESAC) will recruit new parent and student members, and encourage increased participation on a monthly basis to address the implementation plan for schoolwide social emotional learning.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

02/28/22 -Participate in the Mental Awareness Takes Everyone's Responsibility, Mind and Heart (MASTER) school initiative which is designed to help cultivate and support a positive and nurturing learning environment in the school and the surrounding community.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

3/1/22 - Coordinate parent workshop to be held after school in April to include SEL resources along with academic and extra curricular resources as well.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

No description entered

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In 2019 insufficient learning gains revealed a need to focus on standards aligned instruction with an emphasis on data-driven and student-centered instruction. In 2021 a decrease of 27 percentage points in Math achievement led to our school's decision to implement the Targeted Element of Math. Additionally, we selected the overarching area of Math based on other findings that demonstrated Learning Gains for the L25 subgroup were consistently decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement Math, then our students overall will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place and to celebrate the successes evidenced by both teachers and students. Data Analysis of topic tests, midyear and formative assessments of students will be reviewed monthly to observe progress. We will use Performance Matters data to monitor to student proficiency. Extended learning opportunities will be provided to those students who are not showing growth on the assessments tested.

Person responsible for monitoring outcome: Mary Garrastazu (garrastazu@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: the Gradual Release of Responsibilities Model (GRRM). Through the Gradual Release Responsibilities Model, the teacher focuses on releasing responsibility to students while providing instructional scaffolds to ensure that students are successful. This strategy will assist in mitigating the loss of learning by helping students understand the foundation of the math concepts while also placing the results in the students' hands. Our low performing students will benefit from the procedural approach to mathematics instruction.

Rationale for Evidence-based Strategy: The Gradual Release Responsibility Model transitions the ownership of content knowledge from teacher to student. This strategy ensures that students feel support in their acquisitions of skill strategies needed for success and it ensures that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.

Action Steps to Implement

09/16/21 - Provide Professional Development for teachers on the effective use the GRRM that is aligned to the school goals based on data. As a result, teachers will develop lessons utilizing the GRRM which will directly increase student proficiency and mitigate the loss of learning due to COVID.

Person Responsible Vega Patrick (pmvega@dadeschools.net)

09/24/21-Provide Professional Development for Math teachers on the effective use of the SAMR Model through STEAM lessons. As a result, teachers will be able to successfully implement the SAMR Model across all Math lessons to provide depth and rigor to the teaching of the BEST standards.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

10/06/21-The effectiveness of the use of the GRRM and SAMR will be monitored through data chats . As a result, teachers will modify lessons and assist in targeting students who are not achieving proficiency and addressing their specific areas of difficulty.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

09/30/21- Hire an Instructional Math coach to design an Instructional Focus Calendar. As a result, teachers will implement intervention strategies and the Math Coach will provide pull-out and extended learning activities to mitigate loss of learning and increase learning gains in Mathematics..

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/10/21-Provide professional development training on the use of Performance Matters and Power Bi for data analysis and data-driven instruction.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/01/21 Open new sections of Algebra I and Geometry to reduce class size in these core, accountability Math areas.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

02/01/22 through 02/04/22 - Conduct data chats with the teachers in the math department to review Midyear Assessment data through the use of Power Bi and Performance Matters. Conduct item analysis to increase understanding through the reinforcement of the Gradual Release of Responsibility Model.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

03/02/22 - Conduct an Algebra 1 Bootcamp for all 9th grade students to review standards taught and allow students to receive instruction from someone other than their regular teacher. This will provide an opportunity for students who struggle with certain concepts to be taught the same concepts from other teachers with different approaches and a variety of teaching styles.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Teacher Walkthroughs to learn more about the ways in which instructional practices support student learning and achievement. To increase levels of student proficiency, it is important to provide teachers with opportunities to engage in frequent observations and discussions of teaching and learning that result in thoughtful, data-driven actions. The walkthroughs will foster an enhanced focus on student learning experiences.
Measurable Outcome:	If we successfully implement the Targeted Element of Teacher Walkthroughs, instructional delivery will improve significantly as measured by the IPEGS evaluation system and will result in an 80% increase in the percentage of teachers who receive a highly effective evaluations on their annual evaluations.
Monitoring:	This area of focus will be monitored by a calendar of scheduled walkthroughs, observation notes and feedback, teacher written reflection based on observer notes and feedback, and calibration rubric
Person responsible for monitoring outcome:	Juan Boue (pr7241@dadeschools.net)
Evidence-based Strategy:	Within the area of focus on walkthroughs, we will focus on the evidenced based strategy of consistent, developmental feedback which involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided.
Rationale for Evidence-based Strategy:	Our School Climate Survey revealed that teachers need more consistent feedback. Feedback should be provided regularly as a means of professional growth. Teacher Walkthroughs enhance professional dialogue about teaching and learning and allow for the creation of a culture of inquiry and research, characterized by collaborative learning and reflective practice. Walkthroughs facilitate the identification of opportunities for additional coaching and professional development; and for the creation of more consistent and higher-quality teaching and learning experiences throughout the school.

Action Steps to Implement

09/13/21-Administrators will conduct weekly walkthroughs starting in September 2021 and provide feedback accordingly.

Person Responsible Juan Boue (pr7241@dadeschools.net)

10/15/21-Administrators will provide timely feedback about their DPGT submissions on . As a result, teachers will understand how their intended professional growth experiences will facilitate their ability to address the Framework for Effective Instruction and develop effective lessons resulting in increased student achievement.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

9/13/21- Administrators will begin meeting with teachers to provide feedback about their observations during the walkthroughs.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

10/05/21 -Administrators will meet with teachers in need of additional support to provide recommendations for improvement in their professional practices and timelines for progress towards their individual professional goals.

Person Responsible Juan Boue (pr7241@dadeschools.net)

11/01/21- The leadership team will implement a plan to address the areas of focus that were found to be deficient as discussed during the debriefing after the Impact Review .

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

11/01/21 through 12/17/21 The leadership team will conduct brief walkthroughs each morning specifically targeting classrooms with substitute teachers to ensure accountability in the form of adequate lesson plans to mitigate loss of learning.

Person Responsible Juan Boue (pr7241@dadeschools.net)

02/01/22 - 02/08/22 Conduct in-house "White Elephant Walkthrough Protocol" for administrative walkthroughs and share notes with administrative team after feedback sessions with teachers.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

Add a faculty highlight item at every faculty meeting that is directly derived from the walkthroughs and intended to boost staff morale and recognizing particular teachers' use of best practices.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the data provided by SafeSchoolsAlex.org, Ronald W. Reagan/Doral Sr. has a very low rate of violent incidents (#80 out of #505) and property incidents (#1 out of #74) when compared to the other schools across the state, However, our rate of tobacco use is higher than other schools in the state (#360 out of #505) making tobacco use our primary area of concern and illegal drug use as our secondary area of concern. The Leadership Team will revisit the data each nine weeks to assess increases or decreases in the number of incidents, and make recommendations to the discipline committee. PowerBi will be utilized to track changes in the discipline referral and attendance data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Celebrate personal achievement and good behavior while establishing school norms that build values aligned with our vision and mission. We adopt a proactive approach to discipline plan that sets the tone for consistency and accountability. Model the expected behaviors for staff so they can in turn model those behaviors for the students. Encourage teachers to create an environment that helps students develop qualities such as : empathy, reliability, respect, concern, and a sense of humor. Prioritize a safe physical environment that is conducive to learning and reflects a culture of inclusivity, equity, and respect. Use verbal, nonverbal, and electronic communication to support students and improve accessibility. Encourage a culture where students can receive and accept constructive feedback about behavior.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Activities Director- to increase school spirit and participation at school events furthering students' sense of belonging.

Trust- to promote good mental health through our 'See Something Say Something' campaign and our anonymous bully referral system through our new QR Code.

Athletic Director- to promote participation in healthy competition through sports also furthering their physical well-being and students' sense of belonging

Club Sponsors- increase participation in community service projects and interest clubs to create a sense of citizenship and collaboration.

College Assistance Program (CAP)- The CAP Advisor will collaborate with students throughout their 4 years to provide a smooth transition to their post-secondary educational institutions and assist with providing scholarships and financial aide information as well as meeting prerequisites for college entrance.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00

4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00