



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ronald W. Reagan/Doral Senior High School

8600 NW 107TH AVE

Doral, FL 33178

305-805-1900

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

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 46%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ronald W. Reagan/Doral Senior High School

Principal

Juan Carlos Silva

School Advisory Council chair

Allison Ibarra

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Juan Carlos Silva	Principal
Calvin Buchanan	Assistant Principal
Elena Cabrera	Assistant Principal
Christopher Quarles	Assistant Principal
Tony Ullivarri	Assistant Principal
Elena Cabarcos	Test Chairperson
Ashley Noffo	Activities Director
Esteban Morejon	Business Manager
Carlos Perez	Athletic Director
Maite Lopez	Student Services Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Educational Excellence School Advisory Committee (EESAC) is composed of the Principal-1, UTD Steward-1, Teachers-5, Parents-6, Student-1, BCR-2, Educational Support-1, Alternate Educational Support - 1, Alternate Parent - 1, Alternate Teacher/Paraprofessional - 1, Alternate Principal and 1 Alternate Student who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The function of the EESAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

Projected use of school improvement funds, including the amount allocated to each project

Incentives (recognition, awards, etc.) 2,999.00

EESAC will review proposals for projects that benefit the education of students and align with the educational support document in the School Improvement Plan. Funds will be allocated to approved proposals throughout the year. \$7, 501.00 (Educational Programs)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Juan Carlos Silva

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Bachelor's Degree in Elementary Education
 Master's Degree in Computer Science in Education
 Specialist Degree Educational Leadership
 Certified in Elementary Education K-6, Certified in Educational Leadership K-12

Performance Record

2013 - School Grade C
 Rdg. Proficiency, 60%
 Math Proficiency, 54%
 Rdg. Lng. Gains, 71%
 Math Lng. Gains, 64%
 Rgd. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO - 60% Y
 Math AMO - 54% N
 2012 - School Grade B
 Rdg. Proficiency, 55%
 Math Proficiency, 53%
 Rdg. Lng. Gains, 63%
 Math Lng. Gains, 67%
 Rgd. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO - N
 Math AMO - N
 '11 '10 '09
 School Grade A A B
 High Standards Rdg. 72 67 50
 High Standards Math 67 63 50
 Lrng Gains-Rdg. 70 62 67
 Lrng Gains-Math 69 70 68
 Gains-Rdg-25% 79 69 76
 Gains-Math-25% 66 72 76
 Schools: Ronald Reagan/Doral Sr. High – 2103 (Principal)
 Jorge Mas Canosa Middle – 2013-2010 (Principal)
 Homestead Middle - 2009 - (Principal)

Tony Ullivarri

Asst Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

Bachelor's Degree in Education,
 Master's Degree in Education,
 Specialist in Educational Leadership
 Certified in Mathematics 5-9, Educational Leadership K-12

Performance Record

2013 - School Grade (pending)
 Rdg. Proficiency, 69%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 80%
 Math Lng. Gains, 66%
 Rdg. Imp. of Lowest 25% - 88 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO - 69% Y
 Math AMO - 67% Y
 2012 - School Grade A
 Rdg. Proficiency, 63%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 74%
 Math Lng. Gains, 63%
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO - N
 Math AMO - Y
 '11 '10 '09
 School Grade A A A
 High Standards Rdg. 60 63 55
 High Standards Math 86 87 85
 Lrng Gains-Rdg. 60 68 59
 Lrng Gains-Math 75 83 79
 Gains-Rdg-25% 61 64 50
 Gains-Math-25% 65 76 75
 Schools: Ronald Reagan/Doral Sr. High – 2009- Present
 (Assistant
 Principal)
 West Miami Middle – 2009 (Assistant Principal)

Christopher Quarles

Asst Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

Bachelor's Degree in Psychology; Master's Degree in Psychology/Guidance and Counseling; Specialist Degree in Educational Leadership
 Certified in Guidance & Counseling K-12; Educational Leadership K-12

Performance Record

2013 - School Grade (pending)
 Rdg. Proficiency, 69%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 80%
 Math Lng. Gains, 66%
 Rgd. Imp. of Lowest 25% - 88 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO - 69% Y
 Math AMO - 67% Y
 2012 - School Grade A
 Rdg. Proficiency, 63%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 74%
 Math Lng. Gains, 63%
 Rgd. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO - N
 Math AMO - Y
 '11 '10 '09
 School Grade C A C
 High Standards Rdg. 44 85 38
 High Standards Math 44 89 37
 Lrng Gains-Rdg. 61 78 67
 Lrng Gains-Math 61 81 68
 Gains-Rdg-25% 75 78 84
 Gains-Math-25% 68 83 74
 Schools: Ronald Reagan/Doral Sr. High – 2012- Present
 (Assistant
 Principal)
 North Miami Middle – 2011 (Assistant Principal)
 Young Women's Prep. – 2010 (Lead Teacher)
 Jose De Diego Middle – 2009 (Counselor)

Elena Cabrera

Asst Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

Bachelor's Degree in English; Master's Degree in Reading;
 Specialist Degree in Educational Leadership
 Certified in English 5-9; English 6-12; Reading K-12; Educational
 Leadership K-12; ESOL Endorsement

Performance Record

2013 - School Grade (pending)
 Rdg. Proficiency, 69%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 80%
 Math Lng. Gains, 66%
 Rgd. Imp. of Lowest 25% - 88 points
 Math Imp. of Lowest 25% - 64 points
 Rdg. AMO - 69% Y
 Math AMO - 67% Y
 2012 - School Grade A
 Rdg. Proficiency, 63%
 Math Proficiency, 67%
 Rdg. Lng. Gains, 74%
 Math Lng. Gains, 63%
 Rgd. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 57 points
 Rdg. AMO - N
 Math AMO - Y
 '11 '10 '09
 School Grade D C B
 High Standards Rdg. 32 28 51
 High Standards Math 61 62 54
 Lrng Gains-Rdg. 44 47 61
 Lrng Gains-Math 66 71 67
 Gains-Rdg-25% 44 48 80
 Gains-Math-25% 60 68 71
 Schools: Ronald Reagan/Doral Sr. High – 2012-Present
 (Assistant
 Principal)
 Hialeah-Miami Lakes Sr. High – 2010 –2011 (Asst.
 Principal)
 Jose Marti Middle – 2009 (Asst. Principal)

Calvin Buchanan

Asst Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

Bachelor's Degree in English, Master's Degree in English,
Specialist Degree in Educational Leadership
Certified in English 6-12 and Educational Leadership K-12

Performance Record

2013 - School Grade (pending)
Rdg. Proficiency, 69%
Math Proficiency, 67%
Rdg. Lng. Gains, 80%
Math Lng. Gains, 66%
Rgd. Imp. of Lowest 25% - 88 points
Math Imp. of Lowest 25% - 64 points
Rdg. AMO - 69% Y
Math AMO - 67% N
2012 - School Grade A
Rdg. Proficiency, 63%
Math Proficiency, 67%
Rdg. Lng. Gains, 74%
Math Lng. Gains, 63%
Rgd. Imp. of Lowest 25% - 76 points
Math Imp. of Lowest 25% - 57 points
Rdg. AMO - N
Math AMO - Y
'11 '10 '09
School Grade D A A
High Standards Rdg. 16 63 74
High Standards Math 47 87 71
Lrng Gains-Rdg. 34 68 69
Lrng Gains-Math 59 83 66
Gains-Rdg-25% 48 64 76
Gains-Math-25% 58 76 68
Schools: Ronald Reagan/Doral Sr. High – 2012 to Present
(Assistant
Principal)
Miami Central Senior High – 2011 (Assistant Principal)
Ronald Reagan/Doral Sr. High – 2010 (Administrative
Asst.)
Howard McMillan Middle – 2009 (Teacher)

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

91

receiving effective rating or higher

90, 99%

Highly Qualified Teachers

66%

certified in-field

60, 66%

ESOL endorsed

11, 12%

reading endorsed

4, 4%

with advanced degrees

41, 45%

National Board Certified

6, 7%

first-year teachers

0, 0%

with 1-5 years of experience

6, 7%

with 6-14 years of experience

57, 63%

with 15 or more years of experience

28, 31%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

24

receiving effective rating or higher

24, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We do not have any new teachers participating in our Teacher Mentoring Program this year. Therefore, we do not have pairings or planned activities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 to 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1 (Leadership Team)

- Administrator(s) (Juan Carlos Silva, Principal; Elena Cabrera, Assistant Principal; Calvin Buchanan, Assistant Principal; Christopher Quarles, Assistant Principal; and Tony Ullivarri, Assistant Principal) will schedule and facilitate regular RtI 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, and behavior specialists (Allison Ibarra, Language Arts Curriculum Leader; Marilyn Gonzalez, Reading Curriculum Leader; Grace Valdes-Spence, Math Curriculum Leader; Yesenia Santos-Urena & Michael Russ, Science Curriculum Leader and Vanessa Dager, TRUST counselor)
- Special education personnel (Myra McKee, SPED Curriculum Leader & Ana Pol, 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, Tony Ullivarri, 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, Tony Ullivarri, Calvin Buchanan, Christopher Quarles) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

(See http://rti.dadeschools.net/pdfs/Rtl_Guide/Ch7-OPM_across_all_tiers_of_support.pdf for guidance in writing this section)

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS

implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,400

National Honor Society Students conduct peer tutoring of all tested content areas: Reading, Algebra 1, Geometry, 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The National Honor Society peer tutoring program is monitored by an hourly teacher and the National Honor Society sponsor along with the Administrative Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Juan Carlos Silva	Principal
Elena Cabrera	Assistant Principal
Calvin Buchanan	Assistant Principal
Christopher Quarles	Assistant Principal
Tony Ullivarri	Assistant Principal
Marilyn Gonzalez	Reading Curriculum Leader
Allison Ibarra	Language Arts Curriculum Leader
Ana Medina	Media Specialist

Name	Title
Lilian Sosa Fernandez	ESOL Curriculum Leader
Grace Valdes-Spence	Math Curriculum Leader
Yesenia Santos-Urena	Science Curriculum Leader
Michael Russ	Science Curriculum Leader
Iris Sanchez-Ruiz	Social Studies Curriculum Leader
Maria Cabra	Foreign Languages Curriculum Leader
Lourdes Montiel	Information Communication and Technology Curriculum Leader
Fernando Collar	Classical Fine Arts Curriculum Leader
Alicia Romero	Classical Fine Arts Curriculum Leader
Myra Mckee	SPED Curriculum Leader
Ana Pol	Gifted Curriculum Leader
Elena Cabarcos	AICE Cambridge Curriculum Leader
Elia Lyons	Reading Teacher
Rose Alexander	Reading/SAT Prep. Teacher

How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings. The principal will provide necessary resources to the LLT. The reading teachers will share their expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading curriculum leader and teachers will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading and language arts curriculum leaders will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Utilizing Instructional Focus Calendars, bell-ringers that are aligned to the Test Item Specifications/Common Core and the collection and analysis of the effectiveness of Interim Assessments and FAIR data. The administrators will ensure commitment and allocate the needed resources.

At Ronald Reagan/Doral Sr. High, we will meet once a month to discuss ways to enhance literacy across the curriculum, implementation of the Common Core Curriculum with emphasis on cross-curricular collaboration, make curriculum decisions, and address all school wide needs or issues that pertain to literacy. We implemented a required summer reading per grade level and to help establish the pertinence of reading during the summer. We developed a Curriculum Fair that displays all of the different academic programs at our school. The Media Specialist implemented a reading club and the students discuss different genres and participate in an array of Literacy Events. Our goal is to develop a school wide literacy plan as part of the school improvement plan. We want to create a capacity of reading knowledge within the school building and focus on the areas of literacy concern across the school.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every department is responsible for “Reading Across the Curriculum”, and every teacher will focus on infusing the reading benchmarks in their content areas. Over 50% percent of our teachers have been CRISS trained. Remedial instruction is offered for students retaking the FALL and Spring FCAT through the after-school tutoring and the Administrative Team will monitor the implementation.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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 2011 graduates who scored at level 3 or higher on the 10th grade FCAT in both Reading and Math, percent of 2011 graduates completing a college prep-curriculum, percent of 2011 graduates who were eligible for the maximum Bright Futures award, percent of 2011 graduates who completed at least one AP, IB, AICE, or Dual Enrollment course, percent of 2011 graduates completing at least one level 3 high school math course, percent of 2011 graduates completing at least one level 3 high school science course, percent of 2011 graduates who took the PSAT, percent of 2011 graduates who took the SAT, percent 2011 graduates who took and scored at above college level in all three subjects on the SAT, percent 2011 graduates enrolled in a Florida public postsecondary institution, percent 2011 graduates at a community college in Florida, percent 2011 graduates enrolled in college credit courses at a Florida public postsecondary institution earning a GPA above 2.0, percent 2011 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 2013—2014 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 - completing the EPEP, portfolio, interest inventory, and monitoring their Bright Futures award eligibility.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	69%	Yes	75%
American Indian		0%		
Asian	74%	79%	Yes	77%
Black/African American	65%	87%	Yes	69%
Hispanic	72%	67%	Yes	75%
White	78%	84%	Yes	81%
English language learners	50%	39%	Yes	55%
Students with disabilities	46%	40%	Yes	51%
Economically disadvantaged	66%	64%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	26%	31%
Students scoring at or above Achievement Level 4	420	42%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		88%	89%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	241	74%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	180	55%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	186	57%	61%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		70%	73%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	426	81%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	67%	Yes	54%
American Indian				
Asian		94%		
Black/African American		77%		
Hispanic	48%	66%	Yes	54%
White	53%	75%	Yes	58%
English language learners	44%	48%	Yes	50%
Students with disabilities	40%	41%	Yes	46%
Economically disadvantaged	44%	64%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		66%	69%
Students in lowest 25% making learning gains (EOC)		64%	68%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		64%	68%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	40%	44%
Students scoring at or above Achievement Level 4	52	13%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	149	34%	37%
Students scoring at or above Achievement Level 4	128	30%	31%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	42%	45%
Students scoring at or above Achievement Level 4	39	12%	13%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		16
Participation in STEM-related experiences provided for students	85	6%	8%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	123	6%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		5%	10%
Students taking one or more advanced placement exams for STEM-related courses	10	0%	1%
CTE-STEM program concentrators	0		20
Students taking CTE-STEM industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	635	30%	31%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	40	2%	3%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		75%	76%
Students taking CTE industry certification exams	191	82%	83%
Passing rate (%) for students who take CTE industry certification exams		70%	75%
CTE program concentrators	15	1%	2%
CTE teachers holding appropriate industry certifications	2	66%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	139	6%	5%
Students in ninth grade with one or more absences within the first 20 days	37	2%	1%
Students in ninth grade who fail two or more courses in any subject	74	15%	14%
Students with grade point average less than 2.0	162	8%	7%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	515	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	448	20%	19%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	36	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	481	90%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	60	76%	78%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	444	90%	90%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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, AICE Cambridge Program, AP Program, Honors Program, Bright Futures Scholarships, ConnectEDU, Standardized Testing, Scholarship Opportunities, School Safety, etc. Our goal for the 2013-2014 school year is to continue to target parental involvement and increase the percentage of parents participating in school wide activities by 5 percentage points.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percent of parents who participate in school wide activities	523	25%	30%

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.
- G2.** On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.
- G3.** On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.
- G4.** On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point
- G5.** On the 2013 Math PERT, 64 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 Math PERT is for 68 percent of students to score at postsecondary readiness, an increase of four percentage points.
- G6.** On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.
- G7.** On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points
- G8.** On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points
- G9.** In 2013, 6 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 8 percent.
- G10.** In 2013, 82 percent of students passed an CTE exam in either Adobe Certified Associate, MOS and ServSafe Exam. Our goal for 2014 is for 83 percent of students to pass a CTE exam, an increase of one percentage point.
- G11.** On the 2013 US History EOC, 39 percent of students at Ronald W. Reagan/Doral scored in the upper third. Our goal on the 2014 US History EOC is for 49 percent of students to score in the upper third, an increase of ten percentage points.

- G12.** In 2013, 6 percent of students were missing 10 percent or more of instructional time, 24 percent were receiving behavior referrals and 20 percent of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percent in each category.
- G13.** In 2013, 2 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years and 90 percent received a diploma. Our goal is to maintain our percentages and increase by 2 percent the at-risk graduates.
- G14.** In 2013, 25 percent of parents participated in school wide activities. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- School wide usage of Reading Plus for intervention and enrichment

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT Reading 2.0, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.
- Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Level 3 students was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.
- Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Level 4 and above students was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.
- Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Learning Gains was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.
- Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for the Lowest 25 percent was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text
- Based on the results of the 2013 CELLA, 74 percent of students mastered the section on Listening/Speaking due to limited opportunities for Language Experience Approach (LEA).
- Based on the results of the 2013 CELLA, 55 percent of students mastered the section on Reading due to limited opportunities to develop existing knowledge.
- Based on the results of the 2013 CELLA, 57 percent of students mastered the section on Writing due to limited experience of the writing process: planning, drafting, revising, editing, and publishing.

Plan to Monitor Progress Toward the Goal

Follow FCIM by utilizing data from the Interim Assessments and the 2014 FCAT Reading 2.0.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-Going

Evidence of Completion:

Formative: Interim Assessments Summative: 2014 FCAT Reading 2.0

G2. On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.

Targets Supported**Resources Available to Support the Goal**

- P.E.R.T. practice exams, SAT/ACT study guides and practice exams

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 P.E.R.T. Reading postsecondary readiness, students did not have the means or awareness to register for examinations.

Plan to Monitor Progress Toward the Goal

Increase of students who are college ready.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

Summative: P.E.R.T. SAT, ACT

G3. On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Anchor Papers

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing was elaboration of supporting details and conventions.

Plan to Monitor Progress Toward the Goal

Follow FCIM by utilizing data from the Interim Assessments and the 2014 FCAT Writing.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 FCAT Writing

G4. On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point

Targets Supported

Resources Available to Support the Goal

- E2020, GIZMOS

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Mathematics Assessments, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 1 (Functions, Linear Equations and Equalities) due to limited proficiency of linear equations.
- Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Level 3 students was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.
- Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Level 4 and above students was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.
- Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Learning Gains was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.
- Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Lowest 25 percentile was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

Plan to Monitor Progress Toward the Goal

Follow FCIM by utilizing data from the Interim Assessments and the 2014 Mathematics Assessments.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 Mathematics Assessments

G5. On the 2013 Math PERT, 64 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 Math PERT is for 68 percent of students to score at postsecondary readiness, an increase of four percentage points.

Targets Supported

Resources Available to Support the Goal

- P.E.R.T. practice exams, SAT/ACT study guides and practice exams

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 PERT Mathematics postsecondary readiness, students did not have the means or awareness to register for examinations.

Plan to Monitor Progress Toward the Goal

Monitor the number of students who register for the assessments and the results to determine the criteria for college readiness.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Summative Assessments: P.E.R.T. ACT, SAT

G6. On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- E2020

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 3 students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

G7. On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- E2020

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.
- Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 3 students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

G8. On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- GIZMOS

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Biology EOC, the area of deficiency for Level 4 and above students is Reporting Category 1 (Molecular and Cellular Biology) due to limited knowledge of inquiry-based, hands-on laboratory activities.
- Based on the results of the 2013 Biology EOC, the area of deficiency for Level 3 students is Reporting Category 1 (Molecular and Cellular Biology) due to limited knowledge of inquiry-based, hands-on laboratory activities.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology EOC

G9. In 2013, 6 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 8 percent.

Targets Supported

- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- College Board reports, Criteria for past STEM related activities and competitions

Targeted Barriers to Achieving the Goal

- Limited number of students participating in STEM related activities, due to scheduling conflicts and lack of participation.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Teacher generated assessments Summative: 2014 AP Exams and CTE Exams

G10. In 2013, 82 percent of students passed an CTE exam in either Adobe Certified Associate, MOS and ServSafe Exam. Our goal for 2014 is for 83 percent of students to pass a CTE exam, an increase of one percentage point.

Targets Supported

- CTE

Resources Available to Support the Goal

- Adobe Manuals and Supplemental Materials MOS Manuals and Supplemental Materials ServSafe Manuals and Supplemental Materials

Targeted Barriers to Achieving the Goal

- Limited enrollment in the CTE courses due to scheduling conflicts and course offerings.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Summative: 2014 CTE Exams

G11. On the 2013 US History EOC, 39 percent of students at Ronald W. Reagan/Doral scored in the upper third. Our goal on the 2014 US History EOC is for 49 percent of students to score in the upper third, an increase of ten percentage points.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- US History Benchmarks

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 US History EOC, the area of deficiency for the middle and upper level students is Reporting Category 3 the US & Defense of the International Peace due to limited exposure to content specific vocabulary.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: Interim Assessment, teacher generated assessments Summative: 2014 US History EOC

G12. In 2013, 6 percent of students were missing 10 percent or more of instructional time, 24 percent were receiving behavior referrals and 20 percent of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percent in each category.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- COGNOS

Targeted Barriers to Achieving the Goal

- Lack of awareness of the new procedures and tardy tracking software may lead to a temporary increase of suspensions through the progressive discipline plan.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

On-going

Evidence of Completion:

Comparison of data analyzed every nine weeks and final analysis of 2014 data at the end of the school year. ISIS system will be utilized to analyze the 2014 data at the end of the school year.

G13. In 2013, 2 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years and 90 percent received a diploma. Our goal is to maintain our percentages and increase by 2 percent the at-risk graduates.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Graduation Data

Targeted Barriers to Achieving the Goal

- Parents and students are not aware of the graduation requirements and current status of the student.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

The 2013-2014 graduation rate will indicate the number of students graduating and their future plans.

G14. In 2013, 25 percent of parents participated in school wide activities. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Student Progression Plan

Targeted Barriers to Achieving the Goal

- Parents have limited knowledge and understanding of high school requirements.

Plan to Monitor Progress Toward the Goal

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

On-going

Evidence of Completion:

ConnectEd Phone Logs Sign-in Sheets / Agendas

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

G1.B1 Based on the results of the 2013 FCAT Reading 2.0, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B1.S1 Teachers will utilize non-fiction text in order for students to identify text features and how those features impact the text.

Action Step 1

Teachers will provide opportunities for students to read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language in correlation with the Common Core curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments: Interim Assessments, teacher generated assessments

Facilitator:

Allison Ibarra Cherilyn Madrid

Participants:

Language Arts / Reading / ESOL / SPED departments

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

Using the FCIM, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessments, Teacher generated assessments Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessments, teacher generated assessments

G1.B2 Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Level 3 students was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B2.S1 Teachers will utilize non-fiction text in order for students to identify text features and how these features impact the text.

Action Step 1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language. Teachers will provide opportunities for students to identify and interpret elements of story structure within a fictional text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Facilitator:

Allison Ibarra Cherilyn Madrid

Participants:

Language Arts / Reading / ESOL / SPED departments

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Using the FCIM formative assessments data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessments, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B3 Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Level 4 and above students was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B3.S1 Teachers will provide opportunities for students to identify and interpret elements of story structure within a fictional text.

Action Step 1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language. Students will participate in grade level and benchmark specific Bell ringers that will address the specific benchmarks included in this reporting category. All students enrolled in Language Arts and Reading will be required to complete Reading Plus activities on a weekly basis

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B4 Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Learning Gains was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B4.S1 Teachers will utilize non-fiction text in order for students to identify text features and how those features impact the text.

Action Step 1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels. Students will participate in grade level and benchmark specific Bell ringers that will address the specific benchmarks included in this reporting category. All students enrolled in Language Arts and Reading will be required to complete Reading Plus activities on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B5 Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for the Lowest 25 percent was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text

G1.B5.S1 Teachers will utilize non-fiction text in order for students to identify text features and how those features impact the text.

Action Step 1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Students will participate in grade level and benchmark specific Bell ringers that will address the specific benchmarks included in this reporting category. All students enrolled in Language Arts and Reading will be required to complete Reading Plus activities on a weekly basis.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Students will participate in grade level and benchmark specific Bell ringers that will address the specific benchmarks included in this reporting category. All students enrolled in Language Arts and Reading will be required to complete Reading Plus activities on a weekly basis

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B6 Based on the results of the 2013 CELLA, 74 percent of students mastered the section on Listening/Speaking due to limited opportunities for Language Experience Approach (LEA).

G1.B6.S1 Teachers will provide students opportunities to produce language in response to first-hand, multi-sensorial experience.

Action Step 1

Students will practice how to produce language in response to first-hand, multi-sensorial experiences by: Providing the Experience/Motivation, Facilitation Language Production, Creating a Personal View Representation, and Retelling Events/Reactions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B7 Based on the results of the 2013 CELLA, 55 percent of students mastered the section on Reading due to limited opportunities to develop existing knowledge.

G1.B7.S1 Teachers will provide opportunities for students to develop existing knowledge.

Action Step 1

Students will have opportunities to provide relevant context to activate students knowledge on the topic discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G1.B8 Based on the results of the 2013 CELLA, 57 percent of students mastered the section on Writing due to limited experience of the writing process: planning, drafting, revising, editing, and publishing.

G1.B8.S1 Teachers will provide opportunities for students to develop the writing process with emphasis on planning, drafting, revising, editing and publishing.

Action Step 1

Students will have the opportunity to share and respond to writing opportunities to develop existing knowledge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G2. On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.

G2.B1 Based on the results of the 2013 P.E.R.T. Reading postsecondary readiness, students did not have the means or awareness to register for examinations.

G2.B1.S1 CAP Advisor, Student Services Department and Test Chair will host group registrations and informational meetings with students and their parents.

Action Step 1

Host informational meetings to discuss testing options, registration requirements and criteria for college readiness.

Person or Persons Responsible

CAP Advisor, Counselors, Test Chair, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative Assessments: P.E.R.T. ACT, SAT registration and test results

Facilitator:

Maria Espinosa Maite Lopez Elena Cabarcos

Participants:

Students and Parents

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

Monthly meetings to discuss increase in the test registrations and discussion of results, so that students understand the criteria for test readiness.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative: P.E.R.T. ACT, SAT

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the number of students who register for the assessments and the results to determine the criteria for college readiness.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative: P.E.R.T. ACT, SAT

G3. On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was elaboration of supporting details and conventions.

G3.B1.S1 During writing instruction, students will develop writing techniques that will focus on the use of figurative and descriptive language to convey style and tone. In addition, students will use supporting details such as concrete examples, real life examples, and anecdotes by using graphic organizers to plan their writing and elaboration of supporting evidence. Students will complete bell-ringers that focus on improving sentence structure.

Action Step 1

Students will incorporate the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 FCAT Writing

Facilitator:

Allison Ibarra

Participants:

Language Arts, Reading, ESOL and SPED departments

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Using the FCIM process, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 FCAT Writing

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM process, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 FCAT Writing.

G4. On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point

G4.B1 Based on the results of the 2013 Mathematics Assessments, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 1 (Functions, Linear Equations and Equalities) due to limited proficiency of linear equations.

G4.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Action Step 1

Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessments: 2014 Algebra 1 EOC

Facilitator:

Graciela Valdes-Spence

Participants:

Math Department

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Using the FCIM process, formative assessment data reports will be analyzed and reviewed. The results will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments , Teacher Generated Assessments Summative Assessments: 2014 Mathematics Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM process, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 Algebra 1 EOC

G4.B2 Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Level 3 students was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

G4.B2.S1 Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Teachers will utilize technology tools to help demonstrate a solution to a problem

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments and Teacher Generated Tests Summative Assessments: 2014 Algebra 1 and Geometry EOC's

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 and Geometry EOC's

Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 and Geometry EOC's

G4.B3 Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Level 4 and above students was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

G4.B3.S1 Provide opportunities for students to construct arguments and critique arguments of peers.

Action Step 1

Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments: Interim Assessments and Teacher Generated Tests Summative Assessments: 2014 Mathematics Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Mathematics Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Mathematics Assessments

G4.B4 Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Learning Gains was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

G4.B4.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Provide opportunities for students to use multiple representations and find ways to combine those perspectives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Mathematics Assessments

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Mathematics Assessments

Plan to Monitor Effectiveness of G4.B4.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Mathematics Assessments

G4.B5 Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Lowest 25 percentile was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

G4.B5.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials.

Action Step 1

Teachers will provide opportunities to build mathematical fluency and solve real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Mathematical Assessments

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Mathematics Assessments

Plan to Monitor Effectiveness of G4.B5.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 FCAT Mathematics Assessments

G5. On the 2013 Math PERT, 64 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 Math PERT is for 68 percent of students to score at postsecondary readiness, an increase of four percentage points.

G5.B1 Based on the results of the 2013 PERT Mathematics postsecondary readiness, students did not have the means or awareness to register for examinations.

G5.B1.S1 CAP Advisor, Student Services Department and Test Chair will host group registrations and informational meetings with students and their parents

Action Step 1

Host informational meetings to discuss testing options, registration requirements and criteria for college readiness.

Person or Persons Responsible

CAP Advisor, Counselors, Test Chair, Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative: P.E.R.T., ACT, SAT registration and results

Facilitator:

Maite Lopez Maria Espinosa

Participants:

Students and parents

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monthly meetings to discuss increase in the test registrations and discussion of results, so that students understand the criteria for test readiness.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative Assessments: P.E.R.T. ACT, SAT

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

On-going

Evidence of Completion

Summative Assessments: P.E.R.T ACT, SAT

G6. On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

G6.B1.S1 Provide opportunities for students to master the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials expressions when more than one method is required.
- Simplify rational expressions.
- Divide polynomials by monomials.

Action Step 1

Provide opportunities for students to master the content so they are able to completely factor polynomials expressions when more than one method is required.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

Facilitator:

Valdes Spence

Participants:

Math Department

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

G6.B2 Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 3 students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. •Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. •Completely factor polynomials. •Simplify rational expressions. •Divide polynomials by monomials.

Action Step 1

Provide opportunities for students to apply the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

G7. On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points

G7.B1 Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.

G7.B1.S1 Provide opportunities for students to master the content so they will be able to: •Identify and use properties of congruent and similar solids to solve problems. •Identify chords, tangents, radii, and great circles of spheres. •Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters. •Determine how changes in up to two parameters affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

Provide opportunities for students to master the content and use of properties of congruent and similar solids to problem solve.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Facilitator:

Valdes Spence

Participants:

Math Department

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Plan to Monitor Effectiveness of G7.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

G7.B2 Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 3 students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.

G7.B2.S1 Provide opportunities for students to practice the content so they will be able to:

- Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.
- Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron.
- Explain and apply formulas to determine surface area, lateral area, and volume of solids.

Action Step 1

Provide students will practice with explaining and applying formulas to determine surface area, lateral area, and volume of solids.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Plan to Monitor Effectiveness of G7.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

G8. On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points

G8.B1 Based on the results of the 2013 Biology EOC, the area of deficiency for Level 4 and above students is Reporting Category 1 (Molecular and Cellular Biology) due to limited knowledge of inquiry-based, hands-on laboratory activities.

G8.B1.S1 Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Action Step 1

Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology EOC

Facilitator:

Michael Russ and Yesenia Santos

Participants:

Science Department

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology EOC

Plan to Monitor Effectiveness of G8.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology EOC

G8.B2 Based on the results of the 2013 Biology EOC, the area of deficiency for Level 3 students is Reporting Category 1 (Molecular and Cellular Biology due to limited knowledge of inquiry-based, hands-on laboratory activities.

G8.B2.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Teachers will provide students with inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

Plan to Monitor Effectiveness of G8.B2.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology 2014

G9. In 2013, 6 percent of students participated in STEM related activities. Our goal for 2014 is to increase the number of STEM courses being offered and increase the participation of students in STEM related activities to 8 percent.

G9.B1 Limited number of students participating in STEM related activities, due to scheduling conflicts and lack of participation.

G9.B1.S1 The teacher will expose students to university and industry experts in science, technology, engineering, and mathematics (STEM). •Engages students in hands-on, real-world STEM applications through projects and activities. •Incorporates an interdisciplinary approach to teaching and learning.

Action Step 1

The teacher will provide and engage students in hands-on, real-world STEM applications through an array of projects and activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Teacher generated assessments Summative: 2014 AP Exams and CTE Exams

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Teacher generated assessments Summative: 2014 AP Exams and CTE Exams

Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Teacher generated assessments Summative: 2014 AP Exams and CTE Exams

G10. In 2013, 82 percent of students passed an CTE exam in either Adobe Certified Associate, MOS and ServSafe Exam. Our goal for 2014 is for 83 percent of students to pass a CTE exam, an increase of one percentage point.

G10.B1 Limited enrollment in the CTE courses due to scheduling conflicts and course offerings.

G10.B1.S1 Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment

Action Step 1

Encourage through the feeder pattern program to increase the number of students who enroll in a CTE course and pass the industry certification exam.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-Going

Evidence of Completion

Summative Assessments: 2014 CTE Exams

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative: 2014 CTE Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Summative: 2014 CTE Exams

G11. On the 2013 US History EOC, 39 percent of students at Ronald W. Reagan/Doral scored in the upper third. Our goal on the 2014 US History EOC is for 49 percent of students to score in the upper third, an increase of ten percentage points.

G11.B1 Based on the results of the 2013 US History EOC, the area of deficiency for the middle and upper level students is Reporting Category 3 the US & Defense of the International Peace due to limited exposure to content specific vocabulary.

G11.B1.S1 Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

Action Step 1

The teacher will provide activities to help develop an understanding of content-specific vocabulary by using an array of graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 US History EOC

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 US History EOC

Plan to Monitor Effectiveness of G11.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 US History EOC

G12. In 2013, 6 percent of students were missing 10 percent or more of instructional time, 24 percent were receiving behavior referrals and 20 percent of the referrals led to suspension. Our goal for 2014 is to decrease by 1 percent in each category.

G12.B1 Lack of awareness of the new procedures and tardy tracking software may lead to a temporary increase of suspensions through the progressive discipline plan.

G12.B1.S1 The TRUST Counselor/Administrators/ Assistant principal in charge of detentions/and-or CSI Instructor will offer counseling bi- weekly to students in indoor/outdoor suspension to decrease the amount of repeat offenders.

Action Step 1

Using the FCIM, the Student Services Dept. will use data analysis to compare the amount of suspended students in 2013 to the number of suspended students in 2014. The focus will be on the amount of students suspended multiple times. Administrators/ Assistant principal in charge of detentions/and-or CSI Instructor will analyze data every nine weeks to determine increase or decrease of detentions during those periods of time. The results will be used to determine other actions that help minimize students absences from class.

Person or Persons Responsible

Student Services Dept. and SCSi Instructor

Target Dates or Schedule

On-going

Evidence of Completion

Comparison of data analyzed every nine weeks and final analysis of 2014 data at the end of the school year. ISIS system will be utilized to analyze the 2014 data at the end of the school year.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Comparison of data analyzed every nine weeks and final analysis of 2014 data at the end of the school year. ISIS system will be utilized to analyze the 2014 data at the end of the school year.

Plan to Monitor Effectiveness of G12.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Comparison of data analyzed every nine weeks and final analysis of 2014 data at the end of the school year. ISIS system will be utilized to analyze the 2014 data at the end of the school year.

G13. In 2013, 2 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years and 90 percent received a diploma. Our goal is to maintain our percentages and increase by 2 percent the at-risk graduates.

G13.B1 Parents and students are not aware of the graduation requirements and current status of the student.

G13.B1.S1 Credit histories and graduation requirements will be reviewed by the first month of school with parents and students. Identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs.

Action Step 1

Credit histories and graduation requirements will be reviewed by the first month of school with parents and students.

Person or Persons Responsible

CAP Advisor, Student Services

Target Dates or Schedule

On-going

Evidence of Completion

The 2013-2014 graduation rate will indicate the number of students graduating and their future plans.

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

The 2013-2014 graduation rate will indicate the number of students graduating and their future plans.

Plan to Monitor Effectiveness of G13.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

The 2013-2014 graduation rate will indicate the number of students graduating and their future plans.

G14. In 2013, 25 percent of parents participated in school wide activities. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

G14.B1 Parents have limited knowledge and understanding of high school requirements.

G14.B1.S1 Invite parents to Graduation Requirement meetings, AP meetings, and all education information meetings with personnel that speaks native language. Informational tidbits announced at the beginning of all concerts/school events to remind parents of things that are happening in the school. Flyers to be inserted in programs in both English/Spanish announcing and sharing vital information with parents.

Action Step 1

Involve parents in understanding graduation requirements through informational meeting, concerts and school events.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

ConnectEd Phone Logs Sign-in Sheets / Agendas

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

ConnectEd Phone Logs Sign-in Sheets / Agendas

Plan to Monitor Effectiveness of G14.B1.S1

Using the FCIM formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the deficient areas and the instructional focus will be adjusted to compliment the data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

ConnectEd Phone Logs Sign-in Sheets / Agendas

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2012-2013 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

G1.B1 Based on the results of the 2013 FCAT Reading 2.0, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B1.S1 Teachers will utilize non-fiction text in order for students to identify text features and how those features impact the text.

PD Opportunity 1

Teachers will provide opportunities for students to read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language in correlation with the Common Core curriculum.

Facilitator

Allison Ibarra Cherilyn Madrid

Participants

Language Arts / Reading / ESOL / SPED departments

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments: Interim Assessments, teacher generated assessments

G1.B2 Based on the results of the 2013 FCAT Reading 2.0, the area of deficiency for Level 3 students was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B2.S1 Teachers will utilize non-fiction text in order for students to identify text features and how these features impact the text.

PD Opportunity 1

Students will read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language. Teachers will provide opportunities for students to identify and interpret elements of story structure within a fictional text.

Facilitator

Allison Ibarra Cherilyn Madrid

Participants

Language Arts / Reading / ESOL / SPED departments

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, teacher generated assessments Summative: 2014 FCAT Reading 2.0

G2. On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.

G2.B1 Based on the results of the 2013 P.E.R.T. Reading postsecondary readiness, students did not have the means or awareness to register for examinations.

G2.B1.S1 CAP Advisor, Student Services Department and Test Chair will host group registrations and informational meetings with students and their parents.

PD Opportunity 1

Host informational meetings to discuss testing options, registration requirements and criteria for college readiness.

Facilitator

Maria Espinosa Maite Lopez Elena Cabarcos

Participants

Students and Parents

Target Dates or Schedule

On-going

Evidence of Completion

Summative Assessments: P.E.R.T. ACT, SAT registration and test results

G3. On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was elaboration of supporting details and conventions.

G3.B1.S1 During writing instruction, students will develop writing techniques that will focus on the use of figurative and descriptive language to convey style and tone. In addition, students will use supporting details such as concrete examples, real life examples, and anecdotes by using graphic organizers to plan their writing and elaboration of supporting evidence. Students will complete bell-ringers that focus on improving sentence structure.

PD Opportunity 1

Students will incorporate the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details.

Facilitator

Allison Ibarra

Participants

Language Arts, Reading, ESOL and SPED departments

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessment: 2014 FCAT Writing

G4. On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point

G4.B1 Based on the results of the 2013 Mathematics Assessments, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 1 (Functions, Linear Equations and Equalities) due to limited proficiency of linear equations.

G4.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

PD Opportunity 1

Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Facilitator

Graciela Valdes-Spence

Participants

Math Department

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Interim Assessments, Teacher Generated Assessments Summative Assessments: 2014 Algebra 1 EOC

G5. On the 2013 Math PERT, 64 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 Math PERT is for 68 percent of students to score at postsecondary readiness, an increase of four percentage points.

G5.B1 Based on the results of the 2013 PERT Mathematics postsecondary readiness, students did not have the means or awareness to register for examinations.

G5.B1.S1 CAP Advisor, Student Services Department and Test Chair will host group registrations and informational meetings with students and their parents

PD Opportunity 1

Host informational meetings to discuss testing options, registration requirements and criteria for college readiness.

Facilitator

Maite Lopez Maria Espinosa

Participants

Students and parents

Target Dates or Schedule

On-going

Evidence of Completion

Summative: P.E.R.T., ACT, SAT registration and results

G6. On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

G6.B1.S1 Provide opportunities for students to master the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials expressions when more than one method is required.
- Simplify rational expressions.
- Divide polynomials by monomials.

PD Opportunity 1

Provide opportunities for students to master the content so they are able to completely factor polynomials expressions when more than one method is required.

Facilitator

Valdes Spence

Participants

Math Department

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Algebra 1 EOC

G7. On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points

G7.B1 Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.

G7.B1.S1 Provide opportunities for students to master the content so they will be able to: •Identify and use properties of congruent and similar solids to solve problems. •Identify chords, tangents, radii, and great circles of spheres. •Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters. •Determine how changes in up to two parameters affect the other parameter(s) when surface area and volume are held constant.

PD Opportunity 1

Provide opportunities for students to master the content and use of properties of congruent and similar solids to problem solve.

Facilitator

Valdes Spence

Participants

Math Department

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Geometry EOC

G8. On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points

G8.B1 Based on the results of the 2013 Biology EOC, the area of deficiency for Level 4 and above students is Reporting Category 1 (Molecular and Cellular Biology) due to limited knowledge of inquiry-based, hands-on laboratory activities.

G8.B1.S1 Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

PD Opportunity 1

Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules.

Facilitator

Michael Russ and Yesenia Santos

Participants

Science Department

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessment, teacher generated assessments Summative: 2014 Biology EOC

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.	\$1,875
G2.	On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.	\$150
G3.	On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.	\$50
G4.	On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point	\$1,875
G6.	On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.	\$50
G7.	On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points	\$50
G8.	On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points	\$1,925
G11.	On the 2013 US History EOC, 39 percent of students at Ronald W. Reagan/Doral scored in the upper third. Our goal on the 2014 US History EOC is for 49 percent of students to score in the upper third, an increase of ten percentage points.	\$1,875
Total		\$7,850

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
EESAC Funds	\$7,500	\$0	\$7,500
Principal's 02 Account	\$0	\$350	\$350
Total	\$7,500	\$350	\$7,850

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading, 69 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

G1.B1 Based on the results of the 2013 FCAT Reading 2.0, the Hispanic, ELL, SWD and ED subgroups met the AMO target through Safe Harbor and the area of deficiency was Reporting Category 3 (Literary Analysis Fiction/Non-Fiction) due to limited exposure to non-fiction text.

G1.B1.S1 Teachers will utilize non-fiction text in order for students to identify text features and how those features impact the text.

Action Step 1

Teachers will provide opportunities for students to read from a wide variety of grade level fiction and non-fiction texts utilizing grade appropriate novels and the textbook. Strong emphasis will be placed on utilizing poetry and graphic organizers in order for students to identify and analyze examples of descriptive and figurative language in correlation with the Common Core curriculum.

Resource Type

Evidence-Based Materials

Resource

Provide teachers an array of poetry and textbooks.

Funding Source

EESAC Funds

Amount Needed

\$1,875

G2. On the 2013 PERT, 70 percent of students at Ronald W. Reagan/Doral scored at postsecondary readiness. Our goal on the 2014 PERT is for 73 percent of students to score at postsecondary readiness, an increase of three percentage points.

G2.B1 Based on the results of the 2013 P.E.R.T. Reading postsecondary readiness, students did not have the means or awareness to register for examinations.

G2.B1.S1 CAP Advisor, Student Services Department and Test Chair will host group registrations and informational meetings with students and their parents.

Action Step 1

Host informational meetings to discuss testing options, registration requirements and criteria for college readiness.

Resource Type

Professional Development

Resource

Informational packets for parents

Funding Source

Principal's 02 Account

Amount Needed

\$150

G3. On the 2013 FCAT Writing, 81 percent of students at Ronald W. Reagan/Doral scored at 3.5 or above. Our goal on the 2014 FCAT Writing is for 83 percent of students to score 3.5 or above, an increase of two percentage points.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was elaboration of supporting details and conventions.

G3.B1.S1 During writing instruction, students will develop writing techniques that will focus on the use of figurative and descriptive language to convey style and tone. In addition, students will use supporting details such as concrete examples, real life examples, and anecdotes by using graphic organizers to plan their writing and elaboration of supporting evidence. Students will complete bell-ringers that focus on improving sentence structure.

Action Step 1

Students will incorporate the use of literary devices, figurative and descriptive language to convey style and tone, and sensory details.

Resource Type

Professional Development

Resource

Informational packets

Funding Source

Principal's 02 Account

Amount Needed

\$50

G4. On the 2013 Mathematics assessments, 67 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Mathematics assessments is for 68 percent of students to score at Level 3 or above, an increase of one percentage point

G4.B2 Based on the results of the 2013 Mathematics Assessments, the area of deficiency for Level 3 students was Reporting Category 1 (Functions of Linear Equations and Equalities) due to limited proficiency of linear equations and equalities.

G4.B2.S1 Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Teachers will utilize technology tools to help demonstrate a solution to a problem

Resource Type

Evidence-Based Materials

Resource

Technological programs that enhance Mathematical skills for the EOC exams

Funding Source

EESAC Funds

Amount Needed

\$1,875

G6. On the 2013 Algebra EOC, 53 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Algebra EOC is for 59 percent of students to score at Level 3 or above, an increase of six percentage points.

G6.B1 Based on the results of the 2013 Algebra 1 EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 Polynomials due to limited exposure in simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

G6.B1.S1 Provide opportunities for students to master the content so they will be able to: •Apply the laws of exponents to simplify monomial expressions with integral exponents •Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. •Completely factor polynomials expressions when more than one method is required. •Simplify rational expressions. •Divide polynomials by monomials.

Action Step 1

Provide opportunities for students to master the content so they are able to completely factor polynomials expressions when more than one method is required.

Resource Type

Professional Development

Resource

Training for teachers to understand how to use and implement the Item Specifications for Algebra 1 EOC.

Funding Source

Principal's 02 Account

Amount Needed

\$50

G7. On the 2013 Geometry EOC, 64 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 68 percent of students to score at Level 3 or above, an increase of four percentage points

G7.B1 Based on the results of the 2013 Geometry EOC, the area of deficiency for Level 4 and above students is Reporting Category 2 (Three-Dimensional Geometry) due to limited fluency of mathematical fluency and problem solving proficiency.

G7.B1.S1 Provide opportunities for students to master the content so they will be able to: •Identify and use properties of congruent and similar solids to solve problems. •Identify chords, tangents, radii, and great circles of spheres. •Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affect the parameters. •Determine how changes in up to two parameters affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

Provide opportunities for students to master the content and use of properties of congruent and similar solids to problem solve.

Resource Type

Professional Development

Resource

To inform teachers on how to use and implement the Item Specifications in Geometry.

Funding Source

Principal's 02 Account

Amount Needed

\$50

G8. On the 2013 Biology EOC, 54 percent of students at Ronald W. Reagan/Doral scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 58 percent of students to score at Level 3 or above, an increase of four percentage points

G8.B1 Based on the results of the 2013 Biology EOC, the area of deficiency for Level 4 and above students is Reporting Category 1 (Molecular and Cellular Biology) due to limited knowledge of inquiry-based, hands-on laboratory activities.

G8.B1.S1 Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Action Step 1

Provide students with opportunities to differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules.

Resource Type

Professional Development

Resource

To train the teachers on how to use lab reports.

Funding Source

Principal's 02 Account

Amount Needed

\$50

G8.B2 Based on the results of the 2013 Biology EOC, the area of deficiency for Level 3 students is Reporting Category 1 (Molecular and Cellular Biology due to limited knowledge of inquiry-based, hands-on laboratory activities.

G8.B2.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Teachers will provide students with inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science.

Resource Type

Evidence-Based Materials

Resource

Provide materials for the hands-on laboratories

Funding Source

EESAC Funds

Amount Needed

\$1,875

G11. On the 2013 US History EOC, 39 percent of students at Ronald W. Reagan/Doral scored in the upper third. Our goal on the 2014 US History EOC is for 49 percent of students to score in the upper third, an increase of ten percentage points.

G11.B1 Based on the results of the 2013 US History EOC, the area of deficiency for the middle and upper level students is Reporting Category 3 the US & Defense of the International Peace due to limited exposure to content specific vocabulary.

G11.B1.S1 Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

Action Step 1

The teacher will provide activities to help develop an understanding of content-specific vocabulary by using an array of graphic organizers.

Resource Type

Evidence-Based Materials

Resource

Education materials that reinforce the US History Item Specifications.

Funding Source

EESAC Funds

Amount Needed

\$1,875