

Miami-Dade County Public Schools

Ronald W. Reagan/Doral Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Ronald W. Reagan/Doral Senior High School

8600 NW 107TH AVE, Doral, FL 33178

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Garrigo, Ramon	Principal	<p>The principal supervises and facilitates the daily activities and operations within the school by setting performance objectives for students and teachers, and by implementing and monitoring school policies and safety protocols while managing the policies, regulations, and procedures. The principal is also responsible for the hiring process and evaluation of all teachers and staff. Proper management of resources, both human and fiscal, are necessary to accomplish the vision and mission of the school.</p>
Bailey, Lori	Assistant Principal	<p>Student Discipline 10th Grade</p> <p>Academic Departments CFA Academy, ESOL, Foreign Lang., Law Academy, SPED</p> <p>Responsibilities Accident Reports Attendance/Tardy/Truancies Briefings Clerical Staff Cumulative Folders Discipline Plan Family Engagement Free & Reduce Lunch FTE Gradebook Grants Hall Sweeps Immunizations Master Schedule- Back-up Media Center New Teachers "MiNT" Open Mouse Orientations Parent/Student Handbook TOY/RTOY Teacher Supply Funds Transportation</p> <p>Committees Attendance Review MTSS/ Threat Assessment</p>
Buchanan, Calvin	Assistant Principal	<p>Student Discipline 12th Grade</p> <p>Academic Departments AP, CTE Academy, P.E., Science, Social Science</p> <p>Responsibilities ABC/FISH Activities & Athletics Admin. Event Calendar</p>

Name	Position Title	Job Duties and Responsibilities
		Bus Supervision Capital Improvement Dress Code/ID's Elections Faculty Handbook Fire/Lockdown Drill Industry Cert. Tracking Internal Funds Juvenile Justice Liaison Key Control Payroll Physical Plant/Custodians Police/SRO Liaison Procurement Property Control Purchase Orders Raptor System Registrations/WDs Safety School Messenger Security Monitors SMA/Registration Checks Tech./Tablets/Web Page Committees Discipline/Wellness & Safety PTSA
	Assistant Principal	Student Discipline 11th Grade Academic Departments Cambridge/P2C Academy, Teaching Academy, Language Arts, Mathematics, Reading, Student Services Responsibilities: Accreditation Articulation Certification Class Size Committees Data & Data Chat Schedule Dual Enrollment (FIU/MDC) Emergency Lesson Plans Faculty Meetings FLVS Interns IPEGS Observation Schedule

Name	Position Title	Job Duties and Responsibilities
		Master Schedule Office Aides Opening/Closing of School Parent Tours Prof. Dev./Early Release Professional Leave Requests Saturday School School Improvement Plan (SIP) Student Performance Plans Substitutes Subject Selection Supplements Testing Textbooks Tutoring Committees: Accreditation, Curriculum Council, EESAC, MTSS/Threat Assessment
Mobley, Dylan	Administrative Support	Athletic Director: Coordinates and Schedules all Sports/Teams/Coaches/Referees Business Manager Technology Liaison Office Aides
Rojas, Francisco	Administrative Support	Student Discipline - 9th Grade Detentions Dress Code Enforcement ID Program Tardy Machine United Way Ambassador
Raposo-Rodriguez, Barbara	Administrative Support	Testing Chair: Trains and coordinates test proctor assignments for: Advanced Placement, Baseline, CELLA, EOC, FAST, PERT, SAT, PSAT, ACT Creates and monitors testing calendar throughout the year including scheduling retakers
Pujol, Denise	Curriculum Resource Teacher	Language Arts and Reading Curriculum Teaching Academy Coordinator
Pena, Roberto	Curriculum Resource Teacher	Mathematics Curriculum

Name	Position Title	Job Duties and Responsibilities
Sanchez, Analia	Curriculum Resource Teacher	Science Curriculum
Patrick, Vega	Magnet Coordinator	Cambridge Coordinator, Cambridge Exams Officer, Gradebook Manager, PD Liaison
Isla, Janette	School Counselor	Student Services Chairperson: Articulation ASVAB Testing Climate Survey Community Service Dual Enrollment (MDC) FLVS Tracking Honor Roll Recognition Leveling of classes P2C Academy StudentTracking for Graduation
Viera, Diana	Administrative Support	Activities Director: All Activities & Events Calendar Boosters Bulleting Boards Clubs Fieldtrips/Fundraisers Media Release Forms Morning Announcements Social Media Student Parking Decals Student & Teacher Awards United Way (Students) Volunteers & Dade Partners

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team collaborated with all teachers to determine which action steps in each area of focus were effective and which ones were ineffective based on the assessment results and the School Climate Survey data for the 2022-2023 school year. The findings were shared with and approved by the members of the Educational Excellence School Advisory Council (EESAC). The Leadership Team then met during Synergy X in the summer to develop new focus areas and action steps using additional data released at the conclusion of the 2022-2023 school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Using data from Power Bi and Performance Matters, the leadership team will monitor the implementation of the action steps under each area of focus. Ongoing data analysis will help us monitor the progress of our action steps and revise them as needed throughout the school year to address student needs.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: I 2018-19: I 2017-18: I
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	367	
One or more suspensions	0	0	0	0	0	0	0	0	0	82	
Course failure in ELA	0	0	0	0	0	0	0	0	0	143	
Course failure in Math	0	0	0	0	0	0	0	0	0	113	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	348	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	335	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	558	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	378

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	55	50	53	54	51	48		
ELA Learning Gains				65			47		
ELA Lowest 25th Percentile				62			41		
Math Achievement*	38	43	38	38	42	38	23		
Math Learning Gains				48			18		
Math Lowest 25th Percentile				50			25		
Science Achievement*	55	62	64	58	41	40	47		
Social Studies Achievement*	72	69	66	68	56	48	53		
Middle School Acceleration					56	44			
Graduation Rate	91	89	89	96	56	61	95		
College and Career Acceleration	79	70	65	77	67	67	80		
ELP Progress	53	49	45	62			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	677
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	53			
AMI				
ASN	60			
BLK				
HSP	62			
MUL				
PAC				
WHT	79			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	55			
AMI				
ASN	100			
BLK				
HSP	61			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	71			
FRL	59			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			38			55	72		91	79	53
SWD	24			21			53	40		52	6	
ELL	32			29			41	48		79	7	53
AMI												
ASN	60										1	
BLK												
HSP	52			37			53	71		77	7	53
MUL												
PAC												
WHT	70			47			80	90		94	6	
FRL	53			33			62	70		78	7	54

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	65	62	38	48	50	58	68		96	77	62
SWD	29	46		12	26	29	27	57		100	50	
ELL	30	61	62	35	44	46	51	52		93	71	62
AMI												
ASN										100	100	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	53	65	62	37	48	49	56	68		97	77	62
MUL												
PAC												
WHT	64	67		63	69		77	72		90	67	
FRL	49	65	59	33	49	50	49	62		98	74	64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	47	41	23	18	25	47	53		95	80	59
SWD	5	14	14	3	18	26	17	33		100	47	
ELL	29	48	45	16	18	29	39	43		95	81	59
AMI												
ASN	73	50								92	82	
BLK												
HSP	47	47	40	22	18	25	47	51		96	81	59
MUL												
PAC												
WHT	46	43		25	0			81		93	66	
FRL	47	45	41	21	22	27	39	51		95	77	54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	54%	-3%	50%	1%
09	2023 - Spring	43%	51%	-8%	48%	-5%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	56%	-11%	50%	-5%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	52%	-14%	48%	-10%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	63%	-13%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	66%	4%	63%	7%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Geometry EOC scores showed the lowest proficiency rate at 37%. The possible contributing factors were the demands of the rigor of the new B.E.S.T. standards, particularly in the Geometry curriculum, and the challenges we faced with our post pandemic students demonstrating an achievement gap and a lack of prior knowledge. Other contributing factors were the apathy, poor attendance, and a lack of motivation and commitment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was our combined Biology EOC scores which yielded a 50% in 2023 as compared to 58% in 2022. The contributing factors were: a deficiency in basic skills, student attendance, and a lack of commitment/motivation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state was the Geometry EOC Proficiency. For the 2022-2023 school year, we are 11 percentage points below the state average with a 37% proficiency rate as compared to the state's 48% proficiency rate. The contributing factors were again: the implementation of the new benchmarks, a deficiency in basic skills, student attendance, and a lack of commitment/motivation.

Which data component showed the most improvement? What new actions did your school take in this area?

The combined Math EOC results for Algebra 1 and Geometry yielded an increase of 2 percentage points over last year's proficiency rate. In addition, the Florida Civics Literacy Exam (FCLE) scores for 2023 showed the greatest achievement at 72% proficiency when compared to the state's average of 39%. The action steps that influenced these results were the professional development sessions that were offered on the B.E.S.T. standards for Algebra 1 and Geometry as well as the new Civics Literacy curriculum. The math department was provided with additional support from curriculum support specialists. We offered weekly math tutoring for all ESOL students. Additionally, our Level 1 and Level 2 students attended Spring Break and Winter break academies, school-day bootcamps and Saturday Success Academy, and the implementation of the Algebra 1 A and B model.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The leadership team has developed an action plan in which to remediate these concerns:

In order to address our overall attendance rate, the leadership team will make improvements to our current protocols for attendance to target students with attendance issues through early intervention and work with families to provide the necessary resources to overcome obstacles. We will incentivize both students and teachers for positive performance.

In addition, to improve our ELA and Biology performance data, the Leadership Team will identify 9th and 10th grade Level 1 and Level 2 students in reading and schedule them into Intensive Reading classes. We will develop in-house relevant and specific professional development and provide tutoring before and after school, during Spring Break and on Saturdays.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Ronald Reagan/Doral Senior High School's highest priorities are:

- a. Improve Biology proficiency rate.
- c. Improve our 9th grade ELA proficiency rate.
- d. Improving our overall student attendance.
- e. Increase our graduation rate.
- f. Improve our Geometry rate.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Biology EOC results, 50% of students tested were proficient as compared to the 58% proficient in 2021-2022. Based on the data and identified contributing factors, we will implement the targeted element of Science. These factors include: a deficiency in basic skills, a high number of Level 1 and Level 2 ESOL students, and the lack of a science intervention plan.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through the implementation of early identification of students in need of research-based science intervention, our goal is to increase science proficiency by 8 percentage points (for a total of 58%) by June 6, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct weekly walk-throughs in Science to monitor fidelity of the District Pacing Guide.

Person responsible for monitoring outcome:

Calvin Buchanan (cbuchanan@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of intervention, we will be implementing interventions for our 9th and 10th grade Biology students by identifying all level 1 and level 2 students and providing them with differentiated instruction, instructional support, and progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Disaggregate Science data to identify a cohort of Biology students in need of intervention for the 2023-2024 school year.

Person Responsible: Analia Sanchez (analiasanchez@dadeschools.net)

By When: 8/14/23 - 9/29/23

Create a data-driven plan of instruction for identified students to receive instruction that will improve the foundational skills the need to bridge their knowledge gap and better prepare them for the Biology EOC.

Person Responsible: Ramon Garrigo (rgarrigo@dadeschools.net)

By When: 8/14/23 - 9/29/23

Conduct a school-day Biology Bootcamp that will focus on reviewing the beginning of the pacing guide with an emphasis on reviewing specifically, Ecology and Evolution, the lowest performing clusters on the BIOLOGY EOC. As a result, Biology EOC Data will improve.

Person Responsible: [no one identified]

By When: 8/14/23 - 9/29/23

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 47% of students tested were proficient as compared to the 53% proficient in 2021-2022. Based on the data and the following identified contributing factors -- the implementation of the newly adopted B.E.S.T standards and high number of Level 1 and Level 2 ESOL students -- student readiness and mastery of ELA content was deficient. We will implement the Targeted Element of ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Data-driven Decision Making, 54% of students will achieve proficiency on the 2023-2024 ELA FAST PM3 by the end of June 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will conduct data chats with students after PM1 and PM2 administrations. The students will take that opportunity to identify their strengths and their areas in need of attention. They will also set individual short-term goals to track their own progress.

Person responsible for monitoring outcome:

Denise Pujol (mspujol@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the targeted element of evidence-based intervention, our school will focus on Data-Driven Decision Making. ELA teachers will utilize Progress Monitoring 1 (PM1) and Progress Monitoring 2 (PM 2) data to pivot their instruction as needed and incorporate differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, and differentiating instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA, Intensive Reading, and ESOL teachers will collaborate in order to create data driven lessons regarding Level 1 and Level 2 students in order to address their deficiencies.

Person Responsible: Denise Pujol (mspujol@dadeschools.net)

By When: 8/14/23 to 9/29/23

ELA, Intensive Reading, and ESOL teachers use instructional resources such as Progress Learning, materials through Savvas, and other instructional materials in order to differentiate instruction.

Person Responsible: Denise Pujol (mspujol@dadeschools.net)

By When: 8/14/23 to 9/29/23

ELA, Intensive Reading, and ESOL teachers will use instructional resources such as Progress Learning, materials through Savvas, and other instructional materials such as Vocabulary.com for 9th grade students in order to differentiate instruction and address student deficiencies.

Person Responsible: Denise Pujol (mspujol@dadeschools.net)

By When: 8/14/23 to 9/29/23

ELA, Intensive Reading, and ESOL teachers will meet with administration quarterly in order to conduct data chats that will influence Data-Driven Decision making.

Person Responsible: Denise Pujol (mspujol@dadeschools.net)

By When: 8/14/23 to 9/29/23

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus for culture and environment during the 2023-2024 school year is attendance. The data from Power Bi indicates an increase of 5 percentage points during the 2022-2023 school year in the number of students with more than 10 absences (from 63% to 68%). Concurrently, the data indicates a decrease during the 2022-2023 school year of 5 percentage points in the number of students with less than 10 absences during the school year (from 37% to 32%). This indicates a negative trend in student attendance. In addition, data indicates that 40% of staff had more than 10 absences during the 2022-2023 school year as compared to 44% of staff during the 2021-2022 school year. This indicates a positive trend in staff attendance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Within this area of focus we plan to reduce the number of students with more than 10 absences to 49% which would be an improvement of 18 percentage points from the previous year. We will also work to reduce the number of teachers with 10 or more absences to 29% which would be an improvement of 11 percentage points by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance data will be reviewed on a weekly basis by the administration. Teachers, Student Services and non-instructional personnel will assist with parent phone calls to students with a pattern of excessive absences and report outcomes to the administration on a regular basis. Administration will monitor teacher attendance on a monthly basis in conjunction with the substitute locator.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of attendance, we will be implementing the evidence-based intervention of Strategic Attendance Initiatives. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Recognizing students' accomplishments and efforts encourages academic achievement. These rewards and incentives also help create an environment in which achievement is valued. The Assistant Principal, Ms. Bailey, will work with our Dade Partners to provide gift certificates as incentives for students and teachers every nine weeks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic attendance initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Attendance initiatives for teachers involve regular communication with teachers about the importance of teacher attendance and services and resources offered.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase family engagement and parental awareness regarding student attendance. Share attendance policy and consequences of excessive absences with parents at Open House. As a result of this action step, parental awareness about student attendance expectations will increase.

Person Responsible: [no one identified]

By When: 8/14/23-9/29/23

Utilize Early Warning Systems (EWS) report on Power BI to track student attendance through the 1st quarter of the school year and to target students exhibiting patterns of excessive absences.

Person Responsible: [no one identified]

By When: 8/14/23-9/29/23

The Assistant Principal, Ms. Bailey, will establish an Attendance Review Committee that will meet quarterly to select interventions for students with excessive absences including parent phone calls, home visits, face-to-face meetings. This will augment parental knowledge of the available resources they have for support with external factors that could be affecting their child's attendance.

Person Responsible: [no one identified]

By When: 8/14/23-9/29/23

Assistant Principal, Ms. Bailey will monitor the attendance bulletin daily. Once reviewed, attendance corrections will be made to minimize attendance error reporting. As a result, student absences and tardies will decrease.

Person Responsible: [no one identified]

By When: 8/14/23-9/29/23

Teacher attendance will be monitored quarterly by the Assistant Principal to provide incentives such as gift cards, coupons, and other rewards for good attendance provided by our Dade Partners. As a result of this action step, the percentage of teachers with more than 10 absences in the school year will improve by at least 11 percentage points.

Person Responsible: [no one identified]

By When: 8/14/23-9/29/23

#4. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The graduation rate for the 2022-2023 school year was 91%. This was a 5 percentage point decrease from 96% graduation rate the previous year. As we continue to prepare our students for success in their post-secondary education endeavors, our last area of Focus for the 2023-2024 school year is to increase our rate of graduation.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for the 2023-2024 school year is to reach a minimum of 93% graduation rate. This is an increase of 2 percentage points from the 2022-2023 graduation rate of 91%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Student Services Team will monitor the progress of their seniors for credit completion, assessment scores, and target students that need intervention.

Person responsible for monitoring outcome:

Calvin Buchanan (cbuchanan@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to prepare students for success in their post-secondary education endeavors, Ronald W. Reagan Senior will focus on increasing the percentage of students meeting the criteria for graduation by using the evidence-based intervention of Staff-Student Connections. Through shared leadership, we will use every person available on our staff to connect with students on a regular basis to guide and support students toward this goal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student connections can occur during class, during arrival/lunch/dismissal, or in between classes in the hallway.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A shared leadership approach of communicating with students and parents will be implemented regularly through monthly conversations with students and or parents to discuss graduation requirements.

Person Responsible: Janette Isla (jisla26@dadeschools.net)

By When: 8/14/23 to 9/29/23

Student Services personnel will hold parent conferences with 12th grade students and their parents to map out intervention plans for graduation.

Person Responsible: Janette Isla (jisla26@dadeschools.net)

By When: 8/14/23 to 9/29/23

Student Services Team and Administration will collaborate with parents and teachers in the Adult Education Program to provide opportunities for students to make up missing credits they need for graduation.

Person Responsible: Calvin Buchanan (cbuchanan@dadeschools.net)

By When: 8/14/23 to 9/29/23

The Student Services Team will recommend Florida Virtual School (FLVS) courses as an opportunity to make up credits that were not available through the Adult Education Program.

Person Responsible: Calvin Buchanan (cbuchanan@dadeschools.net)

By When: 8/14/23 to 9/29/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Garrastazu, Mary, garrastazu@dadeschools.net

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Garrastazu, Mary, garrastazu@dadeschools.net

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Graduation: Graduation	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No