Doral Academy Of Technology

2014-15 School Improvement Plan

Doral Academy Of Technology

2601 NW 112TH AVE, Doral, FL 33172

http://dachs.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	43%

Alternative/ESE Center	Charter School	Minority
No	Yes	94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Doral Academy of Technology school is to prepare students with the academic skills that foster student success in any rigorous educational setting necessary to perform at or above grade level while instilling a belief in their own efficacy.

Provide the school's vision statement

The vision of Doral Academy of Technology school is to set the standard for outstanding student achievement while providing a safe and nurturing academic environment.

School Environment

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

Doral Academy of Technology school sets a standard for outstanding student achievement while providing a safe and nurturing environment. Students are given the opportunity to enroll in courses at a variety of levels in order to accommodate their learning needs and educational aspirations. Open communication between all stakeholders is vital in the success of student performance. During EESAC meetings, surveys are given and activities are developed for the school year that provide collaboration for school and home, such as an annual Multicultural Event. The school offers various opportunities for students, parents, and educators to meet throughout the school year. The school has a "Welcome Back BBQ" and orientation for all new students in the summer. The Literacy Team also engages all stakeholders with a "Family Book Exchange Night" and many other family events that offer students and parent engagement within the school. Students also have opportunities to meet with teachers before and after school for tutoring or conferences that allow their needs to be meet.

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

Doral Academy of Technology school is dedicated to providing its students with a rigorous and diverse academic curriculum enriched by an exceptional advanced program and dedicated to ensuring that all students are college ready regardless of their socio-economic background. This dedication is evident when walking the hallways of Doral Academy. Students are always reminded that they are important and respected through various methods. Morning announcements are always targeting a specific core value in the school. Respect, Kindness, Honesty, and Dependability is a key component. The administrative team is constantly walking in classrooms throughout the school day which provides a constant reminder that they are important. The entire administrative team makes a noted effort to be visible during morning and afternoon dismissals and acknowledge students and parents. Students are the main priority in Doral and this contributes to our student success.

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

Student attendance is another contributing factor in the success of the school. Great emphasis is given to daily attendance to school. Doral Academy has a "Lock-Out " procedure where students who arrive late to their first class will be locked out and sent to the cafeteria. This policy has decreased the amount of students arriving late to school and classes. Student attendance in "Lock out" is monitored and any student who has 3 or more lockouts is automatically provided a parent conference with administration to address the issue. Every teacher has Classroom Rules posted and a Behavior Plan in place which is provided to parents. Students with excessive tardies and absences are immediately recommended for a parent and administrative conference. A Truancy Committee is in place to meet with all stakeholders to ensure that a student is attending school on a daily basis. The school follow the District Student Code of Conduct which outlines the corrective action to a behavior. It is imperative that all school personnel is trained and acknowledges the school policy during the commencement of the school year.

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

Doral Academy of Technology school believes that engaging families and communities contributes to greater academic achievement and to the improvement of the school as a whole. This model of engagement is predicated on three core beliefs: 1) student achievement increases the more knowledge parents have about their children's school experience; 2) greater involvement of families through non-academic channels still contributes to greater academic buy-in by all; and 3) the more a school invests in a local community, the more resources, support networks, and allies are available to bolster the health and vitality of the school more holistically. Strategies and interventions are put in place to target all learners in each of the disciplines. Through the school's leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before, and after school, and on Saturdays. Stakeholders are notified of the school's performance monthly during the EESAC meetings. The school uses the MTSS/RtI model to schedule and facilitate regular RtI meetings, ensure attendance of team members,and monitor that action steps are being followed. Along with these methods, the counselors, general education teachers and ESE teacher monitor student achievement, maintain student data collection quarterly, develops academic and behavior contracts, and communicates with all stakeholders biweekly.

Early Warning Systems

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

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

Doral Academy of Technology will monitor and place students on Post Monitoring Programs (PMP) for any student who fail either ELA or Math. In addition,students who fail 2 or more of any course will be monitored by administration and counselors. Attendance and student behaviors will be reported to counselors and parents will be called in for conferences to correct the problem and interventions will be put in place. The Miami Dade Student Code of Conduct will be implemented to help students with behaviors such as referrals or suspensions.

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

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	3	2	5
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	3	0	3
Students who fail either ELA or Math	2	1	3
Students who fail 2 or more of any course	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	8	3	11

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

Doral Academy of Technology school follows an attendance policy for all students. Students are to attend school on time and on a daily basis. The schools recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing the number of students who are effected from early warning signs by 1 percentage point in all areas. Counselors and administrators will provide students with presentations that target conflict resolution strategies. Counselor and administration will identify and refer students who may be developing a pattern of non attendance to the Truancy Child Study Team for intervention services. Data reports will be reviewed on a quarterly basis and intervention will be placed as needed. Students services and administration will monitor student COGNOS by grade level for behavior referrals. Data reports will be monitored on a biweekly basis by counselors and administration and make interventions as needed. Parent, student, and administration will meet to discuss interventions and remedies needed to improve student attendance and performance.

Students in who fail an English Language Arts or Mathematics course will be enrolled in a course recovery classes and offered before and after school tutoring. Students who are identified as bubble or at risk in reading or math will be monitored by our Leadership team to ensure students are being targeted by our reading and math interventionist for pull outs during the day. The school has implemented BlackBoard Connect to allow students to view live tutoring during the evenings and weekends.

Students who score a Level 1 on statewide, assessments in English Language Arts or mathematics are placed in an intensive reading or mathematics course during the school year. Intensive reading or mathematics strategies are in placed in small settings to ensure students are meeting mastery. Counselors and administration will monitor and identify students who are at risk of not meeting graduation requirements due to attendance and No Credit issues throughout the school year. Counselors will monitor students grades and progress to ensure that frequent conferences with students are made on a quarterly basis and adjust interventions are needed.

Students in middle school with a grade point average less than 2.0. will have strategies and interventions put in place to target all learners in each of the disciplines mentioned prior. Through the school's Leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before school, after school and Saturday sessions.

The reading classes monitor the implementation of the Comprehensive Reading Plan throughout the

intensive reading, regular curriculum classes, and developmental ELL classes. Data is monitored is on a biweekly basis

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities. We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. The school will provide more opportunities to increase recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

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

We believe that engaging families and communities contributes a greater academic achievement and to the improvement of the school as a whole. This model of engagement is predicted on three core beliefs: 1) student achievement increases the more knowledge parents have about their children's school experience; 2) greater involvement of families through non-academic channels still contributes to greater academic buy-in by all; and 3) the more a school invest in a community, the more resources, support networks, and allies are available to bolster the health of vitality of the school more holistically.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Tamargo, Yvette	Principal
Mesa, Marianella	Assistant Principal
Merino, Veronica	Teacher, K-12
Diaz, Josefa	Teacher, K-12
Margolles, Brenda	Teacher, K-12
Robles, Lissette	Guidance Counselor

Duties

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

Mrs. Yvete Tamargo, Principal and Mrs. Marianella Mesa Assistant Principal, provide a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RtI model. Both will schedule and facilitate regular RtI meetings, ensure attendance of team members, and ensure follow up action steps. General Education Teachers (Reading and Math): Participate in student data collection on a quarterly basis; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. Mrs. Jennifer Roque, Exceptional Student Education Teacher (ESE): Participate in student data collection quartlery; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. Mrs. Lissette Robles, Counselor: Monitor student achievement; set-up parent-teacher conferences; develop academic and behavior contracts; and communicate with all stake-holders on a biweekly basis.

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

The MTSS Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:
Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FSA-ELA benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Yvette Tamargo	Principal
Sophia Prevolis	Education Support Employee
Josefa Diaz	Teacher
Janet Sardina	Teacher
Ady Nunez	Teacher
Brenda Margolles	Teacher
Jennifer Roque	Education Support Employee
Lissette Robles	Education Support Employee
Sofie Frary	Parent
Linette Prats	Parent
Yami Cruz Estrada	Parent
Roberto Estrada	Student
Joseph Prats	Student
Nick Frary	Student
Giovanni Carlucci	Business/Community
Pablo Correa	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Committee meets once a month with all stakeholders. SACS will continue to monitor and modify the School Improvement Plan by analyzing data and developing strategies to meet the student's needs and school goals. The 2013-2014 school improvement plan was approved on September 9, 2013 and recommendations were made for goals on Parent Involvement and Technology. Department Chairs presented to all stakeholders how reading,math,science,writing,and EOC courses were going to meet their goals. School improvement plan was presented and reviewed and with consensus the school improvement plan was approved.

Development of this school improvement plan

Doral Academy of Technology school's teachers, students, and parents reviewed strategies implemented for this school year and debriefed on the schools 2014 FCAT and EOC results. The following topics were discussed on September 9, 2014: (1) New ways to reach out to business communities as a partnership (2) Increase parental involvement. (3) Discuss strengths and weaknesses as it relates to students achievement. (4)Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interim and mini assessments. (5)Monitor and review the spending of school funds. (6)Review and monitor data regarding student performance of interim assessments, End of Course Exams and on a Florida State Standards Assessments (LAFS and MAFS) on a monthly basis and provide recommendations for intervention or enrichment. It is recommended that EESAC funds of $5.00 per child will be used to increase the schools writing and STEM goals to increase performance and participation.

Preparation of the school's annual budget and plan

The School Advisory Committee will use funds and review the annual school budget in order for EESAC to implement incentives to increase performance in reading, writing, mathematics and science. Allocations will also be used to increase the use of technology and software in classrooms such as STEM. 2013-2014 School Improvement funds were to implement incentives to increase performance in EOC exams, writing ,Math and science STEM projects in the amount of $5,000. Writing seminars and EOC reviews were conducted for all students in preparation for EOC exams. Students were also awarded a school field day to award students who successfully completed computer based programs, such as Carnegie, Achieves 3000 and Reading Plus.

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

School Improvement funds will be anticipated to implement incentives to increase performance in EOC exams, writing ,Math and science STEM projects in the amount of $1,005.00. The School Advisory Committee will use funds and review the annual school budget in order for EESAC to implement incentives to increase performance in reading, writing, mathematics and science. Allocations will also be used to increase the use of technology and software in classrooms such as STEM. 2013-2014 School Improvement funds were to implement incentives to increase performance in EOC exams, writing ,Math and science STEM projects in the amount of $1,005.00 for Writing seminars and EOC reviews were conducted for all students in preparation for EOC exams. Students were also awarded a school field day to award students who successfully completed computer based programs, such as Carnegie, Achieves 3000 and Reading Plus.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Diaz, Josefa	Teacher, K-12
Margolles, Brenda	Teacher, K-12
Merino, Veronica	Teacher, K-12
Mesa, Marianella	Assistant Principal
Robles, Lissette	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the 2014-2015 school year would be to increase literacy across the curriculum. Increase understanding of differentiated instruction and continue to apply best practices such as the Florida Comprehensive Reading Plan (FCRP). Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction. Family engagement was instrumental in promoting literacy during the school year. Parents nights were created to engage families in literature, book swaps, and cultural awareness. Our literacy goals for the school year are as follows: (1)Promotion of reading for pleasure with incentives to achieve to motivate school-wide student body engagement (2)Implementation of research based instructional practices that increase

teacher effectiveness (3)Creation of a cohesive network of teachers that actively share their expertise (4)Increasing the application of internal assessment that individualize instruction to increase student (5) success and promotion of writing across the curriculum. At the conclusion of each school year, we re-assess our goals and reflect on how well we were able to meet each in accordance with our Standardized Test scores.

Public and Collaborative Teaching

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

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

Doral Academy of Technology School believes that ongoing professional development is essential for improving instruction and safeguarding the highest levels of student performance. To that end, we offer our teachers and staff members a wide variety of professional development opportunities that range from universal strategies for success across all disciplines to course specific instructional practices and skills. First, we assist new educational professionals to become "highly qualified" in their subject areas. With this in mind, we offer a Mentor program which provides beginning teachers with support, training, and guidance in a comfortable and confidential manner to ensure their success in teaching. Second, they work to maintain that elite status by attending multiple professional development workshops on a yearly basis, which cover essential topics such as: instructional best practices; data lesson development; current educational trends and assessments; Professional Learning Communities (constituted both by content area and courses specific courses taught); effective lesson planning; action research and data-driven instruction; cross-curricular literacy enhancements; and differentiated techniques they can use to educate students who are English Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE).

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

Administration will be responsible to hire Certified Teachers by maintaining a certification log. Implement a Mentoring Program for first year teachers. Monitor Certification on a monthly basis and encourage teachers to take professional development classes. All teachers must complete requirements to meet Highly qualified under the No Child Left Behind Act of 2001.

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

A strong and supportive plan to achieve mutual goals within a partnership. Both professionals will demonstrate a commitment to improving the academic achievement of all students. A mentor is a teacher within the same content area as the Mentee. The mentor is to provide support, resources, and guidance for the mentee during the school year and meet during common planning time. There will be a pre-observation meeting, Observation, and Post observation meeting later in the year where there is a reflection on the practice of teaching. The following topics will be covered within pairs: Curriculum mapping/pacing guides, lesson planning, grade book, classroom management, and certification planning for temporary certified teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Professional development constantly occurring through the professional learning communities, teachers are often prepared and supported as they align their assessments and lessons with Florida State Standards and develop ongoing focus calendars that are used to develop the most engaging and productive instruction. Professionals participate in Miami Dade County's IPEGS evaluation system in which they must develop a yearly Individualized Professional Development Plan (IPDP). The plan is assist individuals in targeting their professional growth to the school's improvement plan goals such as reading and math, writing, and STEM student performance, individual learning goals, professional development activities, or performance outcomes. All teachers utilize CPALMS to ensure that instruction is aligned to the new FSA standards.

Instructional Strategies

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

The Leadership Team analyzes baseline, fall and winter interim results as compared to the district in reading, writing, mathematics, Algebra I, Geometry, Biology, and Civics assessments. The school also utilizes score reports from baselines, fall and winter interims. The school has a five Step Data Student Performance Success Wheel which begins with the administrative team, teachers, students, and then stakeholders. 1) The administrative team meets and breaks down the data by subject area. 2) The administrative team will then meet with each assigned department. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance and weakness by individual data, classroom data, and grade level data utilizing an in-house data program. 3) Subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs. In addition, the school's reading coach and math interventionist intervene with pull out groups and small groups by areas of weakness and deficiency 4) Teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows their data performance on a quarterly basis and view their mastered benchmarks for each interim and mini assessment. 5) Lastly, the school wide data by subject area is then shared with all stakeholders during the school's EESAC meetings. The school improvement plan is referred to during each data presentation in order to understand how each goal area is being met.

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

Strategy: After School Program

Minutes added to school year: 240

Before and After School Tutoring provides additional support for all students in reading, mathematics, science, and writing.

Strategy Rationale

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned prior. Through the school's Leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before school, after school and Saturday sessions. Stakeholders are notified of the school's performance during the EESAC meetings on a monthly basis.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mesa, Marianella, mdmesa@dadeschools.net

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

Administrators collected attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes. Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays. Sessions are developed based on targeted benchmarks for each group. Summer programs are overseen by administrators and pre and posttest are analyzed to determine its effectiveness of the program and student performance.

Strategy: Before School Program

Minutes added to school year: 2,240

Before and After School Tutoring provides additional support for all students in reading, mathematics, science, and writing.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned prior. Through the school's Leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before school, after school and Saturday sessions. Stakeholders are notified of the school's performance during the EESAC meetings on a monthly basis.

Strategy: Weekend Program

Minutes added to school year: 2,240

Saturday Tutoring sessions provide additional support in Science and Mathematics for all students identified as low performing and bubble students.

Strategy Rationale

Strategies and interventions are put in place to target all learners in each of the disciplines mentioned prior. Through the school's Leadership team, data is utilized to drive instruction for all tested areas, create pull out programs that target interventions, and create review sessions that are held before school, after school and Saturday sessions. Stakeholders are notified of the school's performance during the EESAC meetings on a monthly basis.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mesa, Marianella, mdmesa@dadeschools.net

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

Administrators collected attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes. Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays. Sessions are developed based on targeted benchmarks for each group. Summer programs are overseen by administrators and pre and posttest are analyzed to determine its effectiveness of the program and student performance.

Student Transition and Readiness

PreK-12 Transition

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

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

Doral Academy of Technology streamlines the curriculum and resources with our Doral Academy Elementary feeder pattern school. Teachers in the core contents in grades 5th -8th grade align the curriculum and resources over the summer and mid school year to ensure all of our students are utilizing the same online programs such as Carnegie, Reading Plus, Mathletics, and reading strategies that will be continued when they enter middle school.
The middle school counselors visit Doral Academy Elementary and conduct articulation for students. Another instrumental factor that provide students an easy transition to the middle school is our school website. It has also served as a powerful recruitment tool in that both perspective students and teachers can attain insight on the school, its teachers, and its educational philosophy.

College and Career Readiness

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

Students are encouraged to attend college tours to a variety of universities and take part in student orientations related to College Readiness presentations throughout the school year. Students meet

individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their career aspirations in addition to meeting state graduation requirements. Students receive a College Prep workbook that outlines their career path.

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

The school offers Pre-Advanced Courses in Social Studies, Language Arts, and Science for all middle school students. These courses will offer college ready opportunities for all students. Updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. Opportunities for enrolling in high school credit courses in math and science is available for students. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path.

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

The administration and counselors work closely with all the students throughout the year to ensure students are on track to eighth grade promotion and pursuing a post secondary education. The counselors are also active in encouraging students to take Honors, High school credit, Pre-AP courses to help prepare the students in their post secondary plans. Counselors share information that includes but is not limited to yearly subject selection, eight grade promotion requirements, recovery courses. Although Doral Academy of Technology is proud of its promotion rate and student readiness for the secondary level, it will continue to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the NAEP, FSA Assessments, and End of Course Exams.

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

The College Ready Initiative committee will monitor student data reports on NAEP, FSA results, EOC results and Interim results and meet once a month to discuss school wide plan and make adjustments as needed. Students in 8th grade have the opportunity to participate in the SAT assessment which will prepare them for post secondary level entrance exams.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards.

G2.   Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students.

G3.   Doral Academy of Technology's STEM goal for the this school year is to maintain an effective curriculum in Math, Science, Technology, and Engineering and provide a rigorous and challenging program so that high school students in grades 6th-8th will increase participation in STEM courses.

G4.   Doral Academy of Technology will increase parent participation in school wide activities so that all stakeholders are informed of new educational reforms and promote literacy opportunities held in the school.

Strategic Goals Detail

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

G1. Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards. 1a

🔍 G049292

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	98.0
AMO Reading - ED	100.0

Resources Available to Support the Goal 2

- Study Sync Computer Based software Thinkgate Gizmos Reading Plus Edgenutiy (Civics) District Pacing guides and Instructional Focus Calendars Lenovo Tablets for all Core classes

Targeted Barriers to Achieving the Goal 3

- Economical Disadvantage subgroups students did not meet AMO in reading. Student are in need of additional writing skills that can be incorporated across all Language Arts and reading classes with the use of technology integration.

- Limited use of writing skills are incorporated in answering short and extended responses that explain how students reach the application of mathematical concepts.

- Limited use of writing skills are incorporated in science courses that can be incorporated in Lab reports and implementation of of citing and referencing additional sources.

- Limited use of writing skills are incorporated in Civics courses that can be incorporated while applying informational text. Students need to correctly cite and referencing multiple sources during classroom instruction.

Plan to Monitor Progress Toward G1. 8

Administrators will monitor the progress towards the goal by conducting grade level meetings to review formative assessments on a monthly basis and adjust instruction as needed.

Person Responsible
Marianella Mesa

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Formative Assessment: Students Writing scores on monthly writing assessment and classroom mini-assessments, Reading Plus ,Edgenuity, and Study Sync data Summative Assessments: 2015 FSA-ELA, Mathematics, Science and EOC results

G2. Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students.
 `1a`

🔍 G049295

Targets Supported `1b`

Indicator	Annual Target
Students in seventh grade exhibiting two or more EWS indicators	5.0

Resources Available to Support the Goal `2`

- Naviance Program Miami Dade Student Code of Conduct COGNOS attendance system

Targeted Barriers to Achieving the Goal `3`

- Students not identified early enough to target skills needed to earn passing score. Students who fail a math course will decrease by 1 percentage point from 2% to 1%.

- Students in seventh grade who scored a level 1 in math and reading on the new FSA-ELA or Mathematics assessment will be monitored by counselors effectively.

- Students identified with behaviors systems will be monitored and placed on behavior contracts to ensure that the behaviors are corrected.

Plan to Monitor Progress Toward G2. `8`

Conduct grade level meetings to review formative assessments and adjust instruction as needed. Analyze student data and continue making recommendations for improvement.

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school data analysis, Naviance student usage reports Summative Assessments: 2014-2015 Florida State Assessment results

G3. Doral Academy of Technology's STEM goal for the this school year is to maintain an effective curriculum in Math, Science, Technology, and Engineering and provide a rigorous and challenging program so that high school students in grades 6th-8th will increase participation in STEM courses. `1a`

🔍 G049320

Targets Supported `1b`

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0

Resources Available to Support the Goal `2`

- Fairchild Challenge STEM Competitions VEX Robotics and Future City Elective course Tablets

Targeted Barriers to Achieving the Goal `3`

- Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM, LEGOMIND, FAirchild Challenge, Future City)

Plan to Monitor Progress Toward G3. `8`

STEM teachers and administration will monitor progress of courses and alignment of Florida Standards

Person Responsible

Marianella Mesa

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs

G4. Doral Academy of Technology will increase parent participation in school wide activities so that all stakeholders are informed of new educational reforms and promote literacy opportunities held in the school. `1a`

Targets Supported `1b`

🔍 G049316

Indicator	Annual Target
Course Failures Mathematics	1.0

Resources Available to Support the Goal `2`

- Literacy Team Parent Activities Connect Ed Curriculum Fair Night Open House Participation Parent Workshop and events Naviance Planning Program

Targeted Barriers to Achieving the Goal `3`

- We determined after comparing logs from previous activities, we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committe (PTSI). Parents have limited knowledge of volunteer opportunities and events.

Plan to Monitor Progress Toward G4. `8`

Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.

Person Responsible
Lissette Robles

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Parent Sign in sheets, Agenda, and Connect Ed reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards. 1

🔍 G049292

G1.B1 Economical Disadvantage subgroups students did not meet AMO in reading. Student are in need of additional writing skills that can be incorporated across all Language Arts and reading classes with the use of technology integration. 2

🔍 B123168

G1.B1.S1 School wide professional development covering writing strategies and integration across the disciplines. 4

🔍 S135086

Strategy Rationale

By providing professional development, teachers will effectively teach proper writing techniques while using exemplar writing samples in their classes to further explain the writing process in a given subject.

Action Step 1 5

Students will include writing across the curriculum through student journals and assignments to ensure student
progress. Short response evidence based questioning from our core and supplementary curriculum will be implemented in all Language Arts and Reading Classes. Students will also participate in the Fair-FS assessment so that teachers can gauge student performance data.

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, Study Sync writing assessments, Summative Assessments: 2015 FSA-ELA

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

Monitor fidelity of student performance and writing assignments across the curriculum. Teachers will promote the use of Reading Plus (6-12) to help improve individual reading level (vocabulary, fluency, and comprehension - DI).
Teachers will promote critical thinking, analyzing, and synthesizing skills through the use of literary rich curriculum (Study Sync – fiction, non-fiction, literary work, current events/blasts).

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student writing samples and monthly prompts. Reading Plus, and Study Sync progress reports Summative Assessment: 2015 FSA-ELA

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

Monitor student writing data pre and post district assessments,Reading Plus and Thinkgate data reports and effectiveness of Study Sync Writing portion. Teachers will adhere to a uniform writing format as specified in the writing action plan.

Person Responsible

Marianella Mesa

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Students Writing scores on monthly writing assessment and classroom mini-assessments Summative Assessments: 2015 FSA-ELA

G1.B2 Limited use of writing skills are incorporated in answering short and extended responses that explain how students reach the application of mathematical concepts. 2

🔑 B127424

G1.B2.S1 Mathematics courses will implement writing strategies for all students to explain how mathematical problems are solved. 4

🔑 S139549

Strategy Rationale

Students will excel in writing applications in all mathematics courses and increase writing skills in all disciplines.

Action Step 1 5

Students will apply writing skills during journals and mini assessments on short and extended responses.

Person Responsible

Marianella Mesa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assesment: 2015 FSA-Mathematics

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the fidelity of student performance and journals writing when applying mathematical concepts.

Person Responsible

Marianella Mesa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses and Lesson plans Summative Assessment: 2015 FSA-Mathematics

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor the effectiveness student writing applications on mini assessments. Compare math journals for progression of writing applications in math.

Person Responsible

Marianella Mesa

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assessment: 2015 FSA-Mathematics

G1.B3 Limited use of writing skills are incorporated in science courses that can be incorporated in Lab reports and implementation of of citing and referencing additional sources. `2`

🔧 B127425

G1.B3.S1 Science courses will implements writing skills to write more in depth lab reports and utilize citing and referencing from sources. Department will incorporate writing strategies through the completion of formal lab reports and science article and current event responses. Students will need to cite their references for background information and responses gathering evidence from text and using proper citation methods. `4`

🔧 S139552

Strategy Rationale

Students will excel in writing applications in all science courses and increase writing skills in all disciplines.

Action Step 1 `5`

Monitor writing skills utilized in lab reports and applied in classroom assessments.

Person Responsible

Brenda Margolles

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assessment: 2015 Science and Biology EOC results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor the fidelity of student performance and journal writing assignments in Science Lab reports.

Person Responsible

Brenda Margolles

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, mini assessments, Journal responses, Lab Reports Summative Assessment: 2015 Science FCAT and Biology EOC results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor the effectiveness of students journal writing lab reports and interim assessment data.

Person Responsible

Brenda Margolles

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, mini assessments, Journal responses, Lab Reports Summative Assessment: 2015 Science FCAT and Biology EOC results

G1.B4 Limited use of writing skills are incorporated in Civics courses that can be incorporated while applying informational text. Students need to correctly cite and referencing multiple sources during classroom instruction. 2

🔍 B127427

G1.B4.S1 Students in Civics courses will implement writing skills necessary to use apply when citing and referencing from multiple sources. 4

🔍 S139564

Strategy Rationale

Students will use writing skills necessary to apply towards informational text and referencing primary sources.

Action Step 1 5

Monitor writing skills necessary to master informational text and citing and referencing primary sources during daily journal writing from bell ringers.

Person Responsible

Yvette Tamargo

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, mini assessments, Journal responses Summative Assessment: 2015 Civics EOC

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor the fidelity of student performance and writing implementation across all Civics courses. Utilize Edgenuity to analyze reports of usage on a weekly basis.

Person Responsible

Yvette Tamargo

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, mini assessments, Journal responses, Edgenuity reports Summative Assessment: 2015 Civics EOC

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitor student writing data in mini assessments and extended responses.

Person Responsible

Yvette Tamargo

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student assignments or test, mini assessments, Journal responses, Edgenuity reports Summative Assessment: 2015 Civics EOC

G2. Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students. `1`

🔍 G049295

G2.B1 Students not identified early enough to target skills needed to earn passing score. Students who fail a math course will decrease by 1 percentage point from 2% to 1%. `2`

🔍 B123176

G2.B1.S1 All students in grades 6th -8th are mandated to take a College Readiness Course as an elective which is integrated with the Naviance Program. `4`

🔍 S135111

Strategy Rationale

All students are expected to be College and Career Ready by the time they graduate high school. The counselors will use the Naviance program to track student progression on state assessments and high school planning.

Action Step 1 `5`

Students will participate in reading and mathematics tutoring and pull out programs once they are identified as receiving intensive courses.

Person Responsible

Lissette Robles

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school state assessment data reports
Summative Assessments: 2014-2015 Florida State Assessment results

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

College Ready Initiative committee will monitor student data reports on interim results, student data chats and will meet once a month to discuss school wide plan and make adjustments as needed. Committees of professionals gather once a month to monitor and make recommendations for a College Ready Initiative Plan that promotes middle school students to be "College Ready". One of the area goals identified in this school wide plan is to increase the rigor at all levels by reading more primary source documents in our classrooms and to increase the usage the meaningful assignments that are slightly above grade level to continue to push students but also keeping in perspective that they are working on some material that is above grade level.

Person Responsible

Lissette Robles

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school data analysis Summative Assessments: 2014-2015 Florida State Assessment results

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

College Ready Initiative committee will monitor the effectiveness of the program by analyzing student data reports on interim results, student data chats and will meet once a month to discuss school wide plan and make adjustments as needed.

Person Responsible

Lissette Robles

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school data analysis Summative Assessments: 2014-2015 Florida State Assessment results

G2.B2 Students in seventh grade who scored a level 1 in math and reading on the new FSA-ELA or Mathematics assessment will be monitored by counselors effectively. 2

🔑 B127460

G2.B2.S1 All students in grades 6th-8th will be enrolled in an intensive reading and/or mathematics course if they scored a level 1 or 2 on the FSA ELA or Math assessment. Interventions will be put in place to adjust instruction as needed for students. 4

🔑 S139583

Strategy Rationale

All students are expected to be College and Career Ready by the time they graduate middle school. The counselors will use the Naviance program to track student progression on state assessments and high school planning.

Action Step 1 5

Students will be provided additional help, such as participating in the pull out program to receive individualized attention, or pushed in to receive whole group instruction. SPED Coordinator works with students with special needs to ensure that their needs are met. To this extent, teachers with special needs students are given the students IEP and any accommodations that may be necessary.

Person Responsible

Marianella Mesa

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data reports, data chats, and Rti logs Summative Assessments: 2014-2015 Florida State Assessment results

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

College Ready Initiative committee will monitor fidelity of implementation from student data reports on interim, student data chats and will meet once a month to discuss school wide plan to make adjustments as needed.

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data reports, Data chats Summative Assessments: 2014-2015 Florida State Assessment results

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

College Ready Initiative committee will monitor the effectiveness of implementation from student data reports on interim, student data chats and will meet once a month to discuss school wide plan to make adjustments as needed.

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data reports, and data chats
Summative Assessments: 2014-2015 Florida State Assessment results

G2.B3 Students identified with behaviors systems will be monitored and placed on behavior contracts to ensure that the behaviors are corrected. `2`

🔑 B127464

G2.B3.S1 Students identified with behaviors warning signs will be monitored and provided corrective behavior strategies as prescribed from the Miami Dade Student Code of Conduct and school implemented programs. `4`

🔑 S139601

Strategy Rationale

It is imperative that all school personnel are trained and acknowledges the school policy during the commencement of the school year.

Action Step 1 `5`

Students will be monitored by counselors and administration to ensure that they are receiving the strategies need to be successful and meeting student performance. Student progress reports for academics and behavior will be provided to students who have been placed on indoor or outdoor suspensions.

Person Responsible

Lissette Robles

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data usage reports
Summative Assessments: 2014-2015 Florida State Assessment results

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Progress reports and data chats will be monitored for fidelity to ensure that they are receiving the strategies needs to be successful and meeting student performance. Student progress reports for academics and behavior will be provided to students who have been placed on indoor or outdoor suspensions.

Person Responsible

Lissette Robles

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data usage reports
Summative Assessments: 2014-2015 Florida State Assessment results

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will monitor for effectiveness by ensure that counselors logs are reviewed and students are receiving corrective strategies for behavior and academics.

Person Responsible

Lissette Robles

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessments : Counselor logs and school Naviance data usage reports
Summative Assessments: 2014-2015 Florida State Assessment results

G3. Doral Academy of Technology's STEM goal for the this school year is to maintain an effective curriculum in Math, Science, Technology, and Engineering and provide a rigorous and challenging program so that high school students in grades 6th-8th will increase participation in STEM courses. `1`

`🔑 G049320`

G3.B1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM, LEGOMIND, FAirchild Challenge, Future City) `2`

`🔑 B123250`

G3.B1.S1 Identify STEM objectives and schedule school instructional focus calendar with our Math and Science departments. Offer a variety of STEM courses that incorporate LAB and research based activities. `4`

`🔑 S135180`

Strategy Rationale

Encourage STEM participation in females and minorities in grades 6th -8th.

Action Step 1 `5`

Student progress will be monitored based on student participation and effectiveness of programs.

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Student progress will be monitored for fidelity based on student participation and effectiveness of programs

Person Responsible

Marianella Mesa

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Math and Science Teachers will monitor effectiveness of programs and research based assessments

Person Responsible

Marianella Mesa

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs

G4. Doral Academy of Technology will increase parent participation in school wide activities so that all stakeholders are informed of new educational reforms and promote literacy opportunities held in the school. `1`

🔍 G049316

G4.B1 We determined after comparing logs from previous activities, we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committe (PTSI). Parents have limited knowledge of volunteer opportunities and events. `2`

🔍 B123238

G4.B1.S1 Increase parent and student opportunities through the Literacy Team that provide interventions and support for students that are at risk. Parents,students, and counselors will have access to Naviance Program to track student college and career planning. `4`

🔍 S135173

Strategy Rationale

Parents need to be fully aware of the academic happenings in their student's education so that barriers can be removed. Current information regarding the Florida Standards must communicated to parents throughout the school and provide assistance on how the can be an integral of their child's education.

Action Step 1 `5`

Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.

Person Responsible

Lissette Robles

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Sign in sheets, Agenda, and Connect Ed reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops

Person Responsible

Marianella Mesa

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Sign in sheets, Agenda, and Connect Ed reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.

Person Responsible

Marianella Mesa

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Sign in sheets, Agenda, and Connect Ed reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will include writing across the curriculum through student journals and assignments to ensure student progress. Short response evidence based questioning from our core and supplementary curriculum will be implemented in all Language Arts and Reading Classes. Students will also participate in the Fair-FS assessment so that teachers can gauge student performance data.	Mesa, Marianella	8/18/2014	Formative Assessment: Student assignments or test, Study Sync writing assessments, Summative Assessments: 2015 FSA-ELA	6/5/2015 quarterly
G2.B1.S1.A1	Students will participate in reading and mathematics tutoring and pull out programs once they are identified as receiving intensive courses.	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school state assessment data reports Summative Assessments:	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				2014-2015 Florida State Assessment results	
G4.B1.S1.A1	Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.	Robles, Lissette	8/18/2014	Parent Sign in sheets, Agenda, and Connect Ed reports	6/5/2015 monthly
G3.B1.S1.A1	Student progress will be monitored based on student participation and effectiveness of programs.	Mesa, Marianella	8/18/2014	Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs	6/5/2015 quarterly
G1.B2.S1.A1	Students will apply writing skills during journals and mini assessments on short and extended responses.	Mesa, Marianella	8/18/2014	Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assesment: 2015 FSA-Mathematics	6/5/2015 weekly
G1.B3.S1.A1	Monitor writing skills utilized in lab reports and applied in classroom assessments.	Margolles, Brenda	8/18/2014	Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assessment: 2015 Science and Biology EOC results	6/5/2015 weekly
G1.B4.S1.A1	Monitor writing skills necessary to master informational text and citing and referencing primary sources during daily journal writing from bell ringers.	Tamargo, Yvette	8/18/2014	Formative Assessment: Student assignments or test, mini assessments, Journal responses Summative Assessment: 2015 Civics EOC	6/5/2015 biweekly
G2.B2.S1.A1	Students will be provided additional help, such as participating in the pull out program to receive individualized attention, or pushed in to receive whole group instruction. SPED Coordinator works with students with special needs to ensure that their needs are met. To this extent, teachers with special needs students are given the students IEP and any accommodations that may be necessary.	Mesa, Marianella	8/18/2014	Formative Assessments : Counselor logs and school Naviance data reports, data chats, and Rti logs Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 weekly
G2.B3.S1.A1	Students will be monitored by counselors and administration to ensure that they are receiving the strategies need to be successful and meeting student performance. Student progress reports for academics and behavior will be provided to students who have been placed on indoor or outdoor suspensions.	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school Naviance data usage reports Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G1.MA1	Administrators will monitor the progress towards the goal by conducting grade level meetings to review formative assessments on a monthly basis and adjust instruction as needed.	Mesa, Marianella	8/18/2014	Formative Assessment: Students Writing scores on monthly writing assessment and classroom mini-assessments, Reading Plus ,Edgenuity, and Study Sync data Summative Assessments: 2015 FSA-ELA, Mathematics, Science and EOC results	6/5/2015 monthly
G1.B1.S1.MA1	Monitor student writing data pre and post district assessments,Reading Plus and Thinkgate data reports and effectiveness of Study Sync Writing portion. Teachers will adhere to a uniform writing format as specified in the writing action plan.	Mesa, Marianella	8/18/2014	Formative Assessment: Students Writing scores on monthly writing assessment and classroom mini-assessments Summative Assessments: 2015 FSA-ELA	6/5/2015 monthly
G1.B1.S1.MA1	Monitor fidelity of student performance and writing assignments across the curriculum. Teachers will promote the use of Reading Plus (6-12) to help	Mesa, Marianella	8/18/2014	Formative Assessment: Student writing samples and monthly prompts. Reading Plus, and Study Sync progress reports	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	improve individual reading level (vocabulary, fluency, and comprehension - DI). Teachers will promote critical thinking, analyzing, and synthesizing skills through the use of literary rich curriculum (Study Sync – fiction, non-fiction, literary work, current events/blasts).			Summative Assessment: 2015 FSA-ELA	
G1.B2.S1.MA1	Monitor the effectiveness student writing applications on mini assessments. Compare math journals for progression of writing applications in math.	Mesa, Marianella	8/18/2014	Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses Summative Assessment: 2015 FSA-Mathematics	6/5/2015 biweekly
G1.B2.S1.MA1	Monitor the fidelity of student performance and journals writing when applying mathematical concepts.	Mesa, Marianella	8/18/2014	Formative Assessment: Student assignments or test, FSA mini assessments, Journal responses and Lesson plans Summative Assessment: 2015 FSA-Mathematics	6/5/2015 weekly
G1.B3.S1.MA1	Monitor the effectiveness of students journal writing lab reports and interim assessment data.	Margolles, Brenda	8/18/2014	Formative Assessment: Student assignments or test, mini assessments, Journal responses, Lab Reports Summative Assessment: 2015 Science FCAT and Biology EOC results	6/5/2015 monthly
G1.B3.S1.MA1	Monitor the fidelity of student performance and journal writing assignments in Science Lab reports.	Margolles, Brenda	8/18/2014	Formative Assessment: Student assignments or test, mini assessments, Journal responses, Lab Reports Summative Assessment: 2015 Science FCAT and Biology EOC results	6/5/2015 biweekly
G1.B4.S1.MA1	Monitor student writing data in mini assessments and extended responses.	Tamargo, Yvette	8/18/2014	Formative Assessment: Student assignments or test, mini assessments, Journal responses, Edgenuity reports Summative Assessment: 2015 Civics EOC	6/5/2015 monthly
G1.B4.S1.MA1	Monitor the fidelity of student performance and writing implementation across all Civics courses. Utilize Edgenuity to analyze reports of usage on a weekly basis.	Tamargo, Yvette	8/18/2014	Formative Assessment: Student assignments or test, mini assessments, Journal responses, Edgenuity reports Summative Assessment: 2015 Civics EOC	6/5/2015 biweekly
G2.MA1	Conduct grade level meetings to review formative assessments and adjust instruction as needed. Analyze student data and continue making recommendations for improvement.	Mesa, Marianella	8/18/2014	Formative Assessments : Counselor logs and school data analysis, Naviance student usage reports Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G2.B1.S1.MA1	College Ready Initiative committee will monitor the effectiveness of the program by analyzing student data reports on interim results, student data chats and will meet once a month to discuss school wide plan and make adjustments as needed.	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school data analysis Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G2.B1.S1.MA1	College Ready Initiative committee will monitor student data reports on interim results, student data chats and will meet once a month to discuss school wide plan and make adjustments as needed. Committees of professionals gather once a month to monitor and make recommendations for a College Ready Initiative Plan that promotes middle school students to be "College Ready". One of the area goals identified in this school wide plan is to increase the rigor at all levels by reading more primary source documents in our classrooms	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school data analysis Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and to increase the usage the meaningful assignments that are slightly above grade level to continue to push students but also keeping in perspective that they are working on some material that is above grade level.				
G2.B2.S1.MA1	College Ready Initiative committee will monitor the effectiveness of implementation from student data reports on interim, student data chats and will meet once a month to discuss school wide plan to make adjustments as needed.	Mesa, Marianella	8/18/2014	Formative Assessments : Counselor logs and school Naviance data reports, and data chats Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G2.B2.S1.MA1	College Ready Initiative committee will monitor fidelity of implementation from student data reports on interim, student data chats and will meet once a month to discuss school wide plan to make adjustments as needed.	Mesa, Marianella	8/18/2014	Formative Assessments : Counselor logs and school Naviance data reports, Data chats Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G2.B3.S1.MA1	Administration will monitor for effectiveness by ensure that counselors logs are reviewed and students are receiving corrective strategies for behavior and academics.	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school Naviance data usage reports Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G2.B3.S1.MA1	Progress reports and data chats will be monitored for fidelity to ensure that they are receiving the strategies needs to be successful and meeting student performance. Student progress reports for academics and behavior will be provided to students who have been placed on indoor or outdoor suspensions.	Robles, Lissette	8/18/2014	Formative Assessments : Counselor logs and school Naviance data usage reports Summative Assessments: 2014-2015 Florida State Assessment results	6/5/2015 quarterly
G3.MA1	STEM teachers and administration will monitor progress of courses and alignment of Florida Standards	Mesa, Marianella	8/18/2014	Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs	6/5/2015 monthly
G3.B1.S1.MA1	Math and Science Teachers will monitor effectiveness of programs and research based assessments	Mesa, Marianella	8/18/2014	Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs	6/5/2015 monthly
G3.B1.S1.MA1	Student progress will be monitored for fidelity based on student participation and effectiveness of programs	Mesa, Marianella	8/18/2014	Formative Assessment: Student in competitions and lab classes Summative Assessment: 2015 Subject Selection Forms and Science and Math Classroom Walkthroughs	6/5/2015 quarterly
G4.MA1	Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.	Robles, Lissette	8/18/2014	Parent Sign in sheets, Agenda, and Connect Ed reports	6/5/2015 monthly
G4.B1.S1.MA1	Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops.	Mesa, Marianella	8/18/2014	Parent Sign in sheets, Agenda, and Connect Ed reports	6/5/2015 monthly
G4.B1.S1.MA1	Monitor parent involvement and attendance during events, EESAC meetings, PTSI meetings, and school workshops	Mesa, Marianella	8/18/2014	Parent Sign in sheets, Agenda, and Connect Ed reports	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards.

G1.B1 Economical Disadvantage subgroups students did not meet AMO in reading. Student are in need of additional writing skills that can be incorporated across all Language Arts and reading classes with the use of technology integration.

G1.B1.S1 School wide professional development covering writing strategies and integration across the disciplines.

PD Opportunity 1

Students will include writing across the curriculum through student journals and assignments to ensure student progress. Short response evidence based questioning from our core and supplementary curriculum will be implemented in all Language Arts and Reading Classes. Students will also participate in the Fair-FS assessment so that teachers can gauge student performance data.

Facilitator

Language Arts Department and Reading Coach

Participants

All Teachers across the curriculum

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G2. Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students.

G2.B1 Students not identified early enough to target skills needed to earn passing score. Students who fail a math course will decrease by 1 percentage point from 2% to 1%.

G2.B1.S1 All students in grades 6th -8th are mandated to take a College Readiness Course as an elective which is integrated with the Naviance Program.

PD Opportunity 1

Students will participate in reading and mathematics tutoring and pull out programs once they are identified as receiving intensive courses.

Facilitator

Naviance Representatives

Participants

All Counselors

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G3. Doral Academy of Technology's STEM goal for the this school year is to maintain an effective curriculum in Math, Science, Technology, and Engineering and provide a rigorous and challenging program so that high school students in grades 6th-8th will increase participation in STEM courses.

G3.B1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM, LEGOMIND, FAirchild Challenge, Future City)

G3.B1.S1 Identify STEM objectives and schedule school instructional focus calendar with our Math and Science departments. Offer a variety of STEM courses that incorporate LAB and research based activities.

PD Opportunity 1

Student progress will be monitored based on student participation and effectiveness of programs.

Facilitator

Math and Science Teachers/ STEM

Participants

STEM teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards.	54,393
Goal 2: Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students.	5,320
Grand Total	**59,713**

Goal 1: Doral Academy of Technology will increase writing achievement in Reading, Math, Science and Social Studies that include citing and referencing sources based on questioning from our core and supplementary curriculum that are aligned with the FSA-ELA Standards.		
Description	**Source**	**Total**
B1.S1.A1 - Study Sync Computer Based Writing	General Fund	54,393
Total Goal 1		**54,393**

Goal 2: Doral Academy of Technology will utilize the early warning signs in a proactive manner so all students will be College and Career Ready by the time they graduate middle school. The school will monitor student behaviors, attendance, and student performance to decrease the amount of academically at risk students.		
Description	**Source**	**Total**
B1.S1.A1 - Naviance Program	General Fund	5,320
Total Goal 2		**5,320**