

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL

District Name: Dade

Principal: Jacques Bentolila

SAC Chair: Robert Spratt

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 09-23-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
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VISION and MISSION STATEMENTS

Vision

Ronald W. Reagan/Doral Senior High School recognizes that all students can learn. We strive for the development of character, literacy, and love of humanity. In doing so, we are committed to create an educational communal relationship where students can reach their potential through a rigorous and relevant environment. This nurturing setting fosters the development of productive citizens who consequently become life-long learners.

Mission

Reagan/Doral provides our students the opportunity for a quality education by implementing a challenging and innovative curriculum delivered in a state-of-the-art facility. We encourage positive school reform by establishing a partnership with our parents and community, instilling cultural awareness, and promoting relevant learning to motivate student in today's global setting.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Ronald W. Reagan/Doral Senior High School is situated in the City of Doral. The school was built and opened in August 2006. It opened with grades 9 and 10. Eleventh and twelfth grades were added each year. Reagan's first senior class graduated 2009.

Reagan/Doral Senior is located on approximately 20 acres of land. The demographics of the school include single family homes, townhomes and apartments. The school contains 250,000 square feet of classroom space and eight computer labs. The school has a 700 seat theater/auditorium, indoor air-conditioned cafeteria, and a gymnasium that seats 2100 students. This year we will be reaching our enrollment capacity of 2000. This will cause us to redirect all new enrollments to our neighboring release schools (Miami Springs Senior, Westland Senior and Hialeah Gardens Senior High).

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Reagan/Doral will continue to be part of the Secondary School Reform Initiative. An eight period/block schedule day is being implemented to facilitate the transition into small learning communities. Reagan/Doral is an academy-based high school offering the following academies: Cambridge, Classical Arts, and Information and Communications Technology. Advanced International Certificate of Education (AICE) is an international Diploma that can earn via an advanced academic curriculum and assessment program written by a non-profit department (CIE) of the University of Cambridge in England. AICE program examinations may be offered during grades 11 and 12 in schools worldwide. We also follow a pre-AICE, or (IGCSE), curriculum and assessment program available for grades 9 and 10 suitable for honor students. Reagan/Doral Senior will be adding at least 6 AICE Level A courses this year. The school's Cambridge Academy continues to increase in enrollment and had its first AICE International Diploma Completers. The exact number of program completers is pending on the examination scores. Reagan/Doral will be capped at 2000 students for next year; this can be seen as strength and/or a weakness.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

The school will be capped at 2000 students. New applicants will be placed on a waiting list. In addition, the school will intensify the screening of students' addresses. Our assistant principal allocation has been reduced from three assistant principals to two. Midway through the 2008-2009 school year, the Principal was reassigned to a different senior high school. For the 2009-2010 school year, we have lost an Assistant Principal. Due to budget cuts we no longer have a Career Specialist,

hourly dance teacher and/or hourly clericals.

Student Demographics

Student Demographics

Ronald Reagan/Doral Senior serves a multi-ethnic school population that consists of 2000 students from a population that predominantly derives from Latin America. Many of our students' parents are employed with Latin American business and frequently travel back and forth between both communities. Currently, of the 2,000 students, 87% are Hispanic, 9% percent are White, 2% percent are Black, and 2% are Asian. Two percent (59) are enrolled in the SWD Program. Fourteen percent (287) are English Language Learners (ELL). Ten percent (213) are in the Gifted Program.

Student Attendance Rates

Student Attendance Rates

Reagan/Doral Senior has an overall exceptional student attendance as compared to the School District. Reagan/Doral finished in the top ten for attendance among all Miami-Dade County Public Schools High Schools for the 2008-2009 school year. The school's average overall attendance is 94.84%. The 2008-2009 school attendance rates decreased by 0.81 percentage point from 95.65 to 94.84 surpassing the 94.12% District's average. Over the past three years Reagan has finished in the Top Three in attendance. 2006-2007: 96.26%, 2007-2008: 95.65%, and 2008-2009: 94.84

Student Mobility

Student Mobility

The school mobility rate is 27%. This mobility is a result of many different factors including: migration patterns, shift in the state economy, and citizenship and naturalization factors.

Student Suspension Rates

Student Suspension Rates

The Indoor and Outdoor suspension rate for Reagan/Doral Senior has increased over the past three years. Our enrollment has also increased due to the addition of the 11th and 12th grade levels. Indoor suspension rose from 657 in the 07-08 school year to 836 in the 08-09 school year. This increase is due to an increase in student enrollment. The outdoor suspension rate for the same time period decreased slightly from 126 in 2007-2008 to 118 in 2008-2009. To reduce the number of indoor and outdoor suspensions, the school will develop a peer review committee to address minor school infractions and provide alternatives to suspensions. The past three years suspension data are as follows: 2006-2007: Indoor 423 and Outdoor 79; 2007-2008: Indoor 657, Outdoor 126; 2008-2009 Indoor 836, Outdoor 118.

Student Retention Rates

Student Retention Rates

Due to Secondary School Reform Initiative and the eight period day, students can recover credits the following year. From the 409 seniors in 2009, 96% graduated.

Class Size

Class Size

Effort has been made to reduce class size in all subject areas and across grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. The average class size in general education classrooms is: 9th Grade: 24.25 students; 10th Grade: 22.95 students; 11th Grade: 21.92 students and 12th Grade: 21.22 students. The average class size in inclusion classrooms is 11.27 students and in SWD education classrooms is 11.42 students. The low student-teacher ratio allows for students to individually receive much more attention from the teacher, thus further addressing their respective educational needs.

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

Reagan/Doral Feeder Pattern 2008 school grades are as follows: Reagan/Doral Senior High "A" (PREVENT I/SINI: 0), Doral Middle "A" (PREVENT I/SINI: 0), John I. Smith Elementary "A" (Unclassified/SINI: 0), Eugenia B. Thomas K-8 Center "A" (Unclassified/SINI: 0), Dr. Rolando Espinosa K-8 Center "A" (Unclassified/SINI: 0.) Overall, the results of the 2009 FCAT Feeder Pattern grade average percent of students scoring 3 and above are as follows:
Reading: Grade 3 – 73%, Grade 4 – 76%, Grade 5 – 75%, Grade 6 – 69%, Grade 7 – 73%, Grade 8 – 62%, Grade 9 – 42%, Grade 10 – 30%.
Mathematics: Grade 3 – 82%, Grade 4 – 80%, Grade 5 – 63%, Grade 6 – 61%, Grade 7 – 69%, Grade 8 – 78%, Grade 9 – 67%, Grade 10 – 70%
Science: Grade 5 – 46%, Grade 8 – 48%, Grade 11 – 32%
Writing: Grade 4 – 88%, Grade 8 – 95%, Grade 10 – 80%

Partnerships and Grants

Partnerships and Grants

The school will continue its strong partnership with the City of Doral through its CEO Internship program. The school currently does not have grants, but will be actively seeking grant opportunities. In addition, the school has entered into a partnership with Florida International University through its Academy of Advanced Academics (AAA).

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Jacques Bentolilla	BA- University of Florida, Masters –University of Florida, Specialist in Educational Leadership- Florida International University/ Varying Exceptionalities, Mentally Handicapped, Educational Leadership, and Principal Certification – State of Florida	1	9	<p>2008 - 2009 Reagan/Doral Senior: Grade A: Reading Mastery: 55%; Mathematics Mastery: 85%; Science Mastery: 56%. AYP: Reading not met in any sub group, Mathematics was met for all sub groups. Did not make AYP.</p> <p>2008 - 2009 West Miami Middle: Principal Grade A: Reading Mastery: 56%; Math Mastery: 58%; Science Mastery: 41%. AYP: Reading not met for Total, Hispanic, Economically Disadvantaged, ELL and SWD. Math not met for same</p> <p>2007-2008 West Miami Middle: Principal Grade A: Reading Mastery: 59%; Mathematics Mastery: 61%; Science Mastery: 39%. AYP: Reading not met for Total, Hispanic, Economically Disadvantaged and ELL; Math not met for ELL and SWD.</p> <p>2006-2007 West Miami Middle: Principal Grade B: Reading Mastery: 57%; Mathematics Mastery: 58%; Science Mastery: 46%. AYP: Reading not met for all groups; Mathematics not met for ELL and SWD.</p> <p>2005-2006 Southwest Miami Senior High: Assistant Principal Grade B: Reading Mastery: 42%; Math Mastery: 66%; Science Mastery: N/A. AYP: Reading not met for Total, Hispanic, Economically Disadvantaged and ELL; Mathematics not met for ELL and SWD.</p> <p>2004-2005 H. D. McMillan Middle School: Assistant Principal Grade B: Reading Mastery: 55%; Mathematics Mastery: 61%; Science Mastery: N/A. AYP: Reading not met for ELL; Math met for all subgroups.</p>
Assis Principal	Mechi Anaut-Paget	BA-Liberal Arts, University of Miami Psychology, Special Education; Masters of Science-Educational Leadership, NOVA Southeastern University/ Emotionally Handicapped, Mentally Handicapped, Specific Learning Disabilities, Educational Leadership Certification - State of Florida	4	12	<p>2008 - 2009 Reagan/Doral Senior: Assistant Principal for Curriculum Grade A: Reading Mastery: 55%; Mathematics Mastery: 85%; Science Mastery: 56%. AYP: Reading not met in any sub group, Math was met for all sub groups.</p> <p>2007 – 2008 Reagan/Doral Senior: Assistant Principal for Curriculum Grade A: Reading Mastery: 61%; Mathematics Mastery: 86%; Science Mastery: 51%. AYP: Reading not met in Economically Disadvantaged and ELL, Mathematics was met for all sub groups.</p> <p>2006 – 2007 Reagan/Doral Senior: Assistant Principal for Curriculum Grade A: Reading Mastery: 54%; Mathematics Mastery: 79%; Science Mastery: 30%. AYP: Reading not met in ELL; Mathematics was met for all sub groups.</p> <p>2005 – 2006 Reagan/Doral Senior: Assistant Principal Opening year of Reagan, no school grade data available.</p> <p>2004 – 2005 Miami Springs Senior High: Assistant Principal for Curriculum Grade A: Reading Mastery: 28%; Mathematics Mastery: 64%; Science Mastery: N/A. AYP: Reading not met in Total, Black, Hispanic, Economically Disadvantaged and ELL, Math was not met for Black.</p>
		BA-Education, University of Florida			2008-2009 West Miami Middle: Assistant Principal Grade A: Reading Mastery: 56%; Math Mastery: 58%; Science Mastery: 41%. AYP: Reading not met for Total, Hispanic,

Assis Principal	Tony Ullivarri	Masters of Education-University of Florida Specialist in Educational Leadership-Nova Southeastern University	1	3	Economically Disadvantaged, ELL and SWD. Math not met for same 2007-2008 West Miami Middle: Assistant Principal Grade A: Reading Mastery: 59%; Mathematics Mastery: 61%; Science Mastery: 39%. AYP: Reading not met for Total, Hispanic, Economically Disadvantaged and ELL; Math not met for ELL and SWD.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
No data submitted					

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal 2. Partnering new teachers with veteran staff. 3. Soliciting referrals from current employees	J. Bentolila, Principal M. Anaut-Paget, Assistant Principal Principal	On-going On-going N/A	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Andrea S. Musmanni Ana M. Pol Jessica Diaz Myra McKee	ESE -VE ESE -VE Masters ESE -VE ESE- VE	ESE/English Inclusion ESE/ Social Studies ESE/Mathematics ESE/ Reading, Science	Ms. Musmanni is seeking certification and/or HQ status in this area. She is an ESE teacher for SWD in this subject area. She is receiving assistance/guidance from the Language Arts Curriculum Leader. Ms. Pol is seeking certification and/or HQ status in this area. She is an ESE teacher for SWD in this subject area. She is receiving assistance/guidance from the Social Studies Curriculum Leader. Ms. Diaz is seeking certification and/or HQ status in this area. She is an ESE teacher for SWD in this subject area. She is receiving assistance/guidance from the Mathematics Curriculum Leader. Ms. McKee is seeking certification and/or HQ status in this area. She is an ESE teacher for SWD in this subject area. She is receiving assistance/guidance from the Reading & Science Curriculum Leader.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
96	2	43	31	20	38	61	3	9	17

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Gonzalez-Dausa Lourdes Montiel	Jermaine Barr (Science) Sarah Sempers (Business)	1st year teacher 1st year teacher	Observations, feedback, coaching, planning and collaboration Observations, feedback, coaching, planning and collaboration

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mechi Anaut-Paget, AP: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support TrI implementation, and communicates with parents regarding school-based RtI plans and activities. Ana Pol, SPED Dept. Chair & Maria Cueto, ELL Dept. Chair: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Generis Silva, Counselor & Selected Teachers: Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate materials/instruction.

Marilyn Balbuena, Reading Teacher: Provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The leadership team will focus meetings around how to develop and maintain a problem solving system to maximize student achievement. The team will meet on an on-going basis as needed to review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or not meeting benchmarks.

The team will also share effective best practices to make decisions.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provided data on: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN) and Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation/District Developed Interim Assessments
End of year: FCAT

Describe the plan to train staff on RtI.

Professional development will be provided during teacher work days and professional development days. The RtI team will also evaluate additional staff PD needs during the leadership meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Across all grade levels, students are performing at district and state averages in 89% of students meet standards in writing. The mean combined score was 4.3.

Grade 9 Reading scores were strong in Comparisons and Main Idea/Purpose and Grade 10 Reading scores were strongest in Main/Idea.

An analysis of the 2009 Mathematics FCAT data reveals that 80% of the ninth and tenth grade students met high standards. Specifically, 79% of the ninth grade and 82% of the tenth grade students performed at the proficiency level. Further analysis reveals that students in ninth grade were most successful with Data Analysis (75%), Algebraic Thinking (70%), and Geometry (63%). Students in tenth grade were most successful with Algebraic Thinking (64%), Number Sense (63%), and Measurement (60%). Ninth grade students answered over 55% of the questions correctly in four out of five Mathematics categories tested. Tenth grade students also scored 55% of the questions correctly in four out of the five Mathematics categories tested. Of the 480 ninth grade students 82% are scoring in the passing and preferred 3-5 Achievement level.

In the administration of the 2008 FCAT Science test, 50% of the 11th grade students scored a 3 or above. . The students answered 62% of the Physical and Chemical Sciences questions correctly.

Weaknesses: In the Reading portion of the FCAT, ninth graders answered 56% of the Reference/Research questions

correctly.

In the Mathematics portion of the FCAT, of the 596 ninth grade students, 21% of the students are not proficient in Mathematics. Of the 480 tenth grade students 18% are not proficient in Mathematics.

The greatest area of instructional need for ninth grade students is Number Sense (37%). The greatest areas of instructional need for tenth grade students are Geometry (42%), and Data Analysis (54%).

In the administration of the 2008 FCAT Science test, the greatest area of instructional need is in Life and Environmental Sciences.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

-The IFCs will be created in August 2009. The 2009 FCAT results will be utilized to develop the IFCs. Data results from the September Baseline Test and December Mid Test will also be utilized to align the targeted benchmarks.

The IFC will be updated in October 2009 as determined by disaggregated data results from the September Baseline Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.

-Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

-Reference and Research Benchmark and Number Sense and were selected as indicated by students' strengths and weaknesses, which were measured by progress on data results from the results of the administration of the 2009 FCAT.

- The duration of instruction for each Benchmark will be determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

- Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

- Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea and Words/phrases were the least proficient strands and will be given priority focus.

Writing: Expository writing is the least proficient and will be given priority focus.

Mathematics: Geometry is the least proficient strand and will be given priority focus.

Science: Life/Environmental is the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.

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

The school offers students elective courses in art, business, technology, and CEO internships. Many of these courses focus on job skills and offer students internships.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers students elective courses in art, business, and technology and career study. Many of these courses focus on job skills and offer students internships.

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Teachers will meet monthly for departmental and grade level meetings. They will also have opportunities to meet during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons will be provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling and weaknesses identified. The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. The 5 to 10-minute focus lessons (Daily Bell Ringers) will be taught at the beginning of each class period. Reading, mathematics, social studies and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. The District's Interim Assessments will be used and graded via Edusoft. Data will be analyzed and proficiency of skills and benchmarks will also be evident in skills and Benchmarks that are taught as part of the whole group instruction. After school tutoring will also be guided and monitored to evaluate instructional needs.

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Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Assessment instrument will be determined by grade level teams based on Instructional Focus Calendars. The FAIR Assessment, CELLA, District's Interim Assessment for Reading, Mathematics and Science, Pre-AICE (ICGSE), Advance Placement Exams, AICE(AS level and A level), FCAT Reading, Mathematics and Science and Alternative Assessments for SWD students will be used during the school year to measure student progress.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery levels will be determined by grade level teams and individual needs of class level or individual student needs. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency. Students will continue to be encouraged to participate in a rigorous curriculum. Students are continuously being identified for Honor, Pre-AICE, AP and AICE courses.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The meeting will be facilitated by the subject area department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the monthly agenda to the assistant principal for curriculum, Ms. Anaut-Paget. Members of the administrative staff will attend meetings on a rotating basis.

Data chats will be conducted during Departmental meetings every other Monday where curriculum issues will be the focus.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers during monthly meetings to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to SWD, ELL population and students at risk of failure.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reagan/Doral Senior provides many special programs in order to better serve our students. These include the following: Hampton-Brown Edge, Jamestown Reading Navigator, Accelerated Reader, FCAT Explorer, Cognitive Tutor, Achieve 3000, FCAT After-school tutoring, 3 Academies, Pre-AICE classes in the core areas, Honor, Gifted, Advance Placement courses, and AICE classes (AS and A Level).

Intensive Reading Plus and Intensive Reading are mandated for students scoring at level 1 or 2 on the FCAT Reading.

Intensive Math course is mandated for students scoring at level 1 or 2 on the FCAT Math.

Every 11th grader is mandated to take a Science course.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. The Internet instructional Web sites such as FCAT Explorer will also be used. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (Classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. After school assistance will be provided based on available funds and personnel. Continuous reviewing of data using the PMNR system will be implemented.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's honor, gifted and/or Pre-AICE program. Students will also enroll in elective classes that are included in the following academies: Classical Arts, Cambridge, and/or Communication and Technology. Dual enrollment and CEO internships opportunities are also encouraged.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. The AP Potential list is also used during articulation to promote

advance level placement.

Cambridge Academy Orientation Night and a Ninth Grade Orientation night is held at the beginning of the school year to showcase and encourage students and parents and to confer with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Departmental Meetings/ Content Area Teachers ESE and Inclusion Teachers	Language Arts Dept. Chairperson Testing Chairperson		August 21, 2009 Opening of School Meeting	
All Ninth Grade Teachers, Intensive Reading and Math 9th & 10 grade teachers and all Freshman Orientation Teachers Meeting	Assistant Principal ESE Teachers, Regular Ed. Inclusion Teachers Administrative Assistant	Bi-Weekly Bi-Weekly Bi-Weekly	Every other Monday during Department Chairperson Meetings August 21, 2009 Opening of School Meeting August 22, 2009	Data Analysis in FCAT Reading 2009 Collaboration and Curriculum Review Ninth Grade Academy orientation and expectation-

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 52% of Total Sub-group in 10th grade scored at or above Level 3.		1. Given instruction using the Sunshine State Standards, 72% of students in grades 9- 10 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive daily FCAT benchmark Bell Ringers through their English courses. 2. Differentiated instruction will be facilitated through Intensive Reading course to all Level 1 and Level 2. 3. Students will be encouraged to read from a wide variety of texts.	1.Principal, Language Arts teachers 2. Principal, Reading Coach and Reading Teachers 3. Principal, Media Specialist, Language Arts teachers.	1. When visiting Language Arts classrooms, administration will review student folders for evidence of bell ringers activities. 2. Lesson plans will be reviewed for evidence of differentiated instruction. 3. Reading Logs will be monitored and rewards will be awarded for completed logs.	1.Effectiveness will be determined through FAIR assessments. 2. Effectiveness will be determined through FAIR assessments. 3. Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 62% of White Sub-group in 10th grade were proficient in AYP.		1. Given Instruction using the Sunshine State Standards, 72% of students in grade 9- 10 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will access the FCAT explorer through their Language Arts Classes. 2. Practice will be provided with methods of development and understanding the term supporting details in performance tasks: note-taking skills.	1. Principal, Media Specialist, Reading Coach 2. Principal, Language Arts teachers and Reading Teachers	1.Administration will review logs for Student Access to FCAT Explorer. 2. Administrators will review student notebooks for evidence of note taking skills and monitor multiple copies used for instruction.	1. Effectiveness will be determined through FAIR assessments. 2. Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 50% of Hispanic Sub-group in 10th grade were proficient in AYP.		1. Given instruction using the Sunshine State Standards, 72% of students in grade 9- 10 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Peer Tutors/Buddy system will be implemented through the Intensive Reading classes 2. Visual (Films and pictures) will be used as	1. Principal, Reading Coach, Reading Teachers 2. Principal, Reading Coach, Reading Teachers	1. When visiting Reading classrooms, administration will review student folders for evidence of visuals. 2. When visiting Reading classrooms, administration	1. Classroom walkthroughs to determine frequency of Peer Tutors/Buddy system. 2. Effectiveness will be determined through FAIR assessments.

teaching tools. 3. Differentiated instruction will be facilitated through mandated Intensive Reading classes for all Level 1 and 2 students.	3. Principal, Reading Teachers, and Reading Coach	will review student folders for evidence of visuals. 3. Administrators conducting walkthroughs will be monitoring the Intensive Reading classes.	3. Effectiveness will be determined through FAIR Assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 46% Eco Dis. Subgroup in the 10th grade was proficient in AYP.		1. Given instruction using the Sunshine State Standards, 72% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement a tutorial program during lunch and after school for Intensive Reading students using National Honor Student Society and Cambridge Society students.	1. Principal, Cambridge Society Sponsor and NHS Sponsor	1. Student attendance sheets and logs will be monitored to review the student s attending Lunch/After-School Tutoring.	1. Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 22% ELL Subgroup in the 10th grade were proficient in AYP.		1. Given instruction using the Sunshine State Standards, 72% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Labs will be opened before school, during lunch and after school to be available to ELL students to access Achieve 3000.	1. Principal, Media Specialist, ELL Chair	1. Computer Log Schedule will be monitored for availability and usage for on-going tutoring.	1. Effectiveness will be determined through FAIR assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Reading Test.	1. Effective Implementation of the Instructional Focus Calendar. 2. Effective use of the Reading Coach's time.	Reading Coach District Language Arts Supervisor	August 2009 August-September 2009	Lesson Plans Classroom visits The coach's weekly log will be shared with the Principal, Assistant Principal and Reading Coach	Administrators and the Reading Coach Principal, Reading Coach District Language Arts Supervisor

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grade s 9-10, 83 % achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents no change in percentage points compared to 83% who achieved mastery in 2008.</p> <p>In grades 9-10, 64% achieved mastery on the 2009 administration of the FCAT Mathematics Number Sense content cluster. This represents a 10 percentage points decrease compared to 74% who achieved mastery in 2008.</p> <p>In grades 9-10, 54% achieved mastery on the 2009 administration of the FCAT Mathematics Geometry content cluster. This represents a 3 percentage points decrease compared to 57% who achieved mastery in 2008.</p>		<p>1. Given instruction using the Sunshine State Standards, 84% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Geometry-Implement and utilize for three dimensional manipulatives to explore three dimensional figures to provide opportunities for all students to explore, and solve real-life problems.</p> <p>2. Data Analysis - Hold class discussions about the reasonableness of answers to real life problems, more practice on constructing and describing patterns, classifying numbers by creating a graphic organizer for number relationships, and promoting class discussions about conserving the value of a number as represented in various ways (improper fraction, mixed number, radical, decimal, etc.)</p> <p>3. Provide all students with more practice in converting real numbers written in</p>	<p>1. Principal, Mathematics Chair</p> <p>2. Principal, Mathematics Chair</p> <p>3. Principal, Mathematics Chair</p>	<p>1. School site mathematics courses will monitor the implementation of research-based instructional strategies.</p> <p>2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.</p> <p>3. Review student folders to ensure the practice of scientific notation to standard form in the Mathematics classrooms.</p>	<p>1. Teacher will use Edusoft to monitor progress.</p> <p>2. Teacher will use Edusoft to monitor progress.</p> <p>3. Progress of all students on assessment.</p>

scientific notation to standard form and vice versa.			
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 9-10, 79% of students achieved learning gains on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 5 percentage points compared to 84 % who achieved learning gains in 2008.	1. Given instruction using the Sunshine State Standards, 86% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts 2. Implementation of the Daily Strategic Review (DSR). 3. Develop departmental guidelines per subject team for all student learning notebooks designed to increase student achievement.	1. Principal, Mathematics Chair 2. Principal, Mathematics Chair, Math teachers 3. Principal, Mathematics Chair and Mathematics teachers	1. Mathematics Chair will assist teachers in the creation of portable hand-on activities to be shared/ used to ensure activities are implemented. Administrators will monitor through classroom walkthroughs. 2. Mathematics Chair will distribute to teacher and administrators will monitor through classroom walkthroughs. 3. Focused walkthroughs by administration will be used to ensure students are using learning notebooks.	1. Progress of students on assessment. 2. Progress of students on activities to be shared/ used assessment. 3. Progress of students on assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 86% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Designing Effective Lessons	Mathematics Chair	August 2009	Design, implement and report success of lessons	Principal, Mathematics Curriculum Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Cognitive Tutor Algebra I Carnegie Learning's Cognitive Tutor Programs	SBBS	\$7,000.00
Riverdeep is a Computer Based Online software that individualizes instruction and monitors progress	Miami-Dade County Public School's District funds	\$2,250.00
Edusoft is a data reporting system	Miami-Dade County Public School's District funds	\$2,250.00
		Total: \$11,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$11,500.00

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 11, 50 % of students achieved mastery on the 2009 administration of the FCAT Science Test. This represents an increase of 4 percentage points compared to 46 % who achieved mastery in 2008.		1. Given instruction based on the Sunshine State Standards, 60% of students in grade 11 will achieve mastery on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Utilize hands-on laboratory experiments at least once per week using the 5E model, and science stations. In the 11th grade science classes, incorporate the use of daily start up activities that provide proactive practice in all science classes. Encourage students to increase participation in the SECME club by hosting a SECME Orientation night. 	<ol style="list-style-type: none"> Principal and Science Chair Principal and Science Chair Principal, Science Chair and SECME Sponsor 	<ol style="list-style-type: none"> The created lab schedule will be implemented with fidelity and monitored by the Principal. Administration will monitor folders while conducting walkthrough visits in the science classrooms. Science Chair and SECME Sponsor will monitor participation and attendance. 	<ol style="list-style-type: none"> Teachers will use lab reports and rubrics to assess student progress. Improvement on the science mini-assessments. Improvement on the science mini-assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 11, 58% of students achieved mastery in the scientific thinking cluster on the 2009 administration of the FCAT Science Test. This represents a decrease of 15 percentage points compared to 73% who achieved mastery in 2008.		1. Given instruction based on the Sunshine State Standards, 60% of students in grade 11 will achieve mastery on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Provide opportunities for Level 1 and 2 students to participate in scientific thinking enrichment activities, after-school tutorials, and science clubs. Provide inquiry-based laboratory activities incorporating the scientific method for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of scientific thinking. 	<ol style="list-style-type: none"> Principal, Science Curriculum leader, Science Teachers and Counselors Principal Science Chair Principal Science Curriculum leader, and Science teachers 	<ol style="list-style-type: none"> Science Curriculum leader will identify Level 1 and 2 students. Principal will monitor after-school attendance. The created lab schedule will be implemented with fidelity and lesson plans will be reviewed and monitored by the Principal. Lesson Study centered on planning with and utilizing the research-based lesson delivery model will be covered during Science Departmental Meetings. 	<ol style="list-style-type: none"> Improvement on the science mini-assessments. Improvement on the science mini-assessments. Improvement on the science mini-assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

Given instruction based on the Sunshine State Standards, 60% of students in grade 11 will achieve mastery on the 2010 FCAT Science Assessment.	Scientific Thinking	Science Department Chairperson	Bi-Monthly	Classroom visitations and reviewing of departmental lesson plans.	Principal and Assistant Principal
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 89% of the students in 10th grade scored level 3.5 or above in writing. This represents a decrease of 3% percentage points compared to 92% of the 10th grade students who scored 3.5 or above in 2008.		1. Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the writing skills being assessed based on the persuasive essays. 2. A writing workshop will be provided for teachers to emphasize key components of the FCAT Writes assessment. 3. A writing workshop will be administered to the grade 9 and 10 students to emphasize key points for success on the FCAT Writes.	1. Principal, Reading Coach, Language Arts Curriculum Leader 2. Reading Coach, Language Arts Curriculum Leader, Principal and Assistant Principal 3. Reading Coach, Language Arts Curriculum Leader, Principal and Assistant Principal	1. Student writing samples will be reviewed and scored bi-monthly by the Language Arts teachers. 2. Student writing samples will be reviewed and scored for evidence of supporting details in student writings. 3. Student writing samples will be reviewed and scored for evidence of using graphic organizers in developing their rough drafts.	1. Scored writing samples will be used to determine progress. 2. Scored writing samples will be used to determine progress. 3. Scored writing samples will be used to determine progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.	Levels 1 & 2 Teaching the use of revision and editing strategies.	District Language Arts Supervisor	September 2009	Monitor student writing portfolios, notebooks and or folders. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Reading Coach, District Language Arts Supervisor , Assistant Principals and Language Arts Curriculum Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	SBBS	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,000.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 10, 82% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 2% compared to 84% of students in grade 10 who achieved mastery on 2008.		Given instruction based on the Sunshine State Standards, 85% of students in grade 10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Math teachers will communicate directly (via phone or email) with parents of failing students (D or F average) before the end of the quarter.	1.Math Curriculum leader and Parent Liaison	1.Administration will review parent calling	1.100% compliance indicated on calling logs.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 85% of students in grade 10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective two-way communication	The school Activities Director will conduct an in-house training.	November 2009	Parent liaison will participate in common planning to provide follow-up	Parent Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Increase in Graduation Rate Percentage Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on our first graduating class in 2009, a graduation rate is not available at this time. Therefore, the school will demonstrate an increase of 1% over the district graduation rate average of 62%.		The Graduation rate will increase by at least one percent during the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Credit histories will be reviewed by the first month of school. Student schedules will be reviewed and aligned for credit recovery. Graduate exit interviews will be analyzed to determine students' post secondary plans. 	<ol style="list-style-type: none"> Administrators, Counselors and CAP Advisor Administrators, and Counselors Administrators and Counselors 	<ol style="list-style-type: none"> Administrators will review the senior credit histories log. Administrators will review student schedules for effectiveness. Graduate exit logs will be reviewed on an ongoing basis. 	<ol style="list-style-type: none"> The 2009-2010 graduation rate will indicate the number of students graduating and their future plans. After completion of the first semester, credit histories will be reviewed with all 12th grade students. Create data base to summarize post-secondary plans for graduating seniors.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Increase in Graduation Rate Percentage Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Cognitive Tutor Algebra I Carnegie Learning's Cognitive Tutor Programs	SBBS	\$7,000.00
Mathematics	Riverdeep is a Computer Based Online software that individualizes instruction and monitors progress	Miami-Dade County Public School's District funds	\$2,250.00
Mathematics	Edusoft is a data reporting system	Miami-Dade County Public School's District funds	\$2,250.00
			Total: \$11,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Temporary Coverage for Professional Development	SBBS	\$1,000.00
			Total: \$1,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$12,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/21/2009 1:53:45 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

The EESAC at Reagan/Doral Senior High School is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the EESAC's budget. The function of the EESAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

SAC Members

Members

- 1) Jacques Bentolila, Principal
- 2) Robert Spratt, SAC Chair
- 3) Marilyn Balbuena, SAC Chair
- 4) Ari Pena, Student
- 5) Jordan Santacruz, Student
- 6) Cesar Candemil, Teacher
- 7) Maria Ferradaz, Teacher
- 8) Ana Pol, Teacher
- 9) Mitch Yngber, Business Member
- 10) Geno Jaramillo, Business Member
- 11) Silvia Gonzalez, Parent
- 12) Mayra Espinal, Parent
- 13) Karen Shaw, Parent
- 14) Fatima Barton, Parent
- 15) Nancy Perez, Parent
- 16) Clara del Pozo, Parent
- 17) Chamiel Caseres, School Support Personnel
- 18) Fernando Collar, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 7241														
Number of students enrolled in the grades tested:														Read: 1077 Math: 1077					2008-2009 School Grade ¹ : A					Did the School make Adequate Yearly Progress? NO				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL ⁴	100	Y	100	Y	52	N	83	Y			Y			NA	44	48	N	17	17	NA	55	N	85	NA	NA			
WHITE	99	Y	99	Y	62	N	92	Y			Y			NA	38	NA		8	NA			NA			NA			
BLACK		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
HISPANIC	100	Y	100	Y	50	N	81	Y			Y			NA	47	50	N	19	19	NA	53	N	84	NA	NA			
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	46	N	78	Y			Y			NA	55	54	N	21	22	NA	50	N	80	NA	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	22	N	70	Y	88	88	N			NA	67	78	N	22	30	NA	31	N	75	NA	NA			
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			NA			NA		NA			NA			NA			NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 7241														
Number of students enrolled in the grades tested:														Read: 959 Math: 959					2007-2008 School Grade ¹ : A					Did the School make Adequate Yearly Progress? NO				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N		
TOTAL ⁴	100	Y	100	Y	56	N	83	Y	93		Y			NA	50	44	Y	25	17	NA	62	NA	89	NA	NA			
WHITE	99	Y	99	Y		NA		NA			Y			NA			NA			NA								
BLACK		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
HISPANIC	100	Y	100	Y	53	N	81	Y	93		Y			NA	52	47	N	25	19	NA	60	Y	88	NA	NA			
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	79	Y	91		Y			NA	58	55	N	32	21	NA	51	N	83	NA	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	33	N	78	Y	82	88	Y			NA	71	67	N	31	22	NA	49	N	87	NA	NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA		NA			NA			NA			NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 7241														
Number of students enrolled in the grades tested:														Read: 821 Math: 820					2006-2007 School Grade ¹ : A					Did the School make Adequate Yearly Progress? NO				
Click here to see Number of students in each group																												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL ⁴	100	Y	100	Y	50	N	75	Y	93		Y			NA		50	NA		25	NA	61	Y	82	NA	NA			
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA								
BLACK		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
HISPANIC	100	Y	100	Y	48	N	75	Y	93		Y			NA	52	NA		25	NA	59	Y	82	NA	NA				
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	42	N	68	Y	91		Y			NA	58	NA		32	NA	59	Y	79	NA	NA				
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	29	N	69	Y			NA			NA	71	NA		31	NA	47	N	76	NA	NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA		NA			NA			NA			NA			

SCHOOL GRADE DATA

Dade School District RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	85%	93%	56%	289	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning	59%	79%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains						<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	75% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	74%	88%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	86%	98%	51%	296	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	84%			152	3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	78% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	54%	76%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	79%	91%	30%	254	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	76%			139	3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	74% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested