SCHOOL IMPROVEMENT PLAN
2007 - 2008

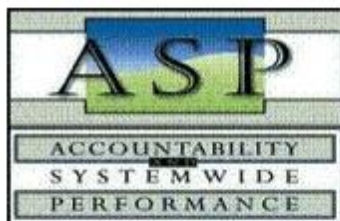**Ronald W. Reagan/Doral Senior High School (7241)**

Feeder Pattern - Ronald W. Reagan/Doral Senior High School

Regional Center III

District 13 - Miami-Dade

Principal - Douglas Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.

EXECUTIVE SUMMARY

Ronald W. Reagan/ Doral Senior High School is the first public high school in the City of Doral. Reagan/Doral opened in August 2006 with only ninth and tenth grade. It was officially dedicated on September 22, 2006. During the 2007-2008 school year, Reagan/Doral will expand to include 11th graders. Community partners include: Rinker, Tomac and ERA Elk Realty. Reagan/Doral is firmly committed to establishing itself as a school that offers a challenging academic program, while providing rigorous coursework for students of all academic abilities. Reagan Senior is one of eleven schools in Miami-Dade County Public Schools participating in Cohort One of the Secondary High School Reform Initiatives. An eight period/block schedule day is being implemented to facilitate the transition into small learning communities. Reagan Senior is an academy-based high school offering the following academies: Cambridge, Classical Arts, Communications. The continuous growth of residents in the City of Doral is impacting enrollment. There are currently, 1,404 students enrolled at Reagan/Doral. Eighty seven percent are Hispanic, nine percent white, two percent Black, and two percent are Asian. Five percent (70) are enrolled in the Special Education (SPED) Program. Fourteen percent (191) are English Language Learners (ELL). Thirteen percent (178) are in the Gifted program. Thirty two percent (440) are participating in the Free and Reduced Lunch program. Ronald Reagan/Doral Senior employs 74 full time teachers with an average class size of 24 students. Reagan/Doral ranked number one in the Miami Dade County Public Schools for attendance among all high schools for the 2006-2007 school year with an average overall attendance of 96.9%.

Ronald W. Reagan/Doral Senior High School meets the academic needs of students by offering a variety of courses at students' appropriate levels. Honors, Gifted, Advanced Placement, Pre-Aice, Aice, Special Education (SPED), English Language Learners (ELL), and Inclusion programs are offered. Intensive Reading and Intensive Mathematics courses target Level 1 and 2 students. The breakdown for the No Child Left Behind (NCLB)Subgroups is as follows for reading: 61% of the total group met criteria for Adequate Yearly Progress (AYP). There is no subgroup results for White, Black, Asian, American Indian or Students With Disabilites (SWD). Fifty nine percent of Hispanic and Economically Disadvantaged students met AYP. The only subgroup that did not meet AYP was the English Language Learner (ELL). Only 47% of ELL students met AYP. In mathematics, students at Reagan/Doral did phenomenal. All subgroups met AYP in mathematics. Eighty two percent of the total population met criteria for AYP. The subgroup breakdown for meeting AYP is as follows: Hispanic - 82%, Economically Disadvantaged - 79%, and English Language Learners - 76%. There are no subgroups for White, Black, Asian, American Indian or Students with Disabilities. Students enrolled in the Intensive Mathematics course participate in a Cognitive Tutor Integrated Math curriculum delivered in a lab setting. All ninth graders are enrolled in a mandatory Career Exploration course to facilitate the transition into an academy of choice.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine and ten will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test. For 2007-2008 the proficiency level for reading will be 59%.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 through 10 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will increase their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing + Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT.

Given the school wide emphasis on parental and community involvement, the school will demonstrate parental and community interaction.

Given an emphasis on a safe and orderly environment, student tardies will improve as evidenced by a 5% decrease during the second semester of the 2007-2008 school year as compared to the first semester of the 2007-2008 school year.

Given an emphasis on the use of technology in education, all teachers will be able to access professional development as needed to utilize technology effectively.

Given an emphasis on the use of technology in education, all students entering Ronald W. Reagan/Doral High School will take a semester course on Keyboarding and Business to enhance their technology skills.

Given instruction based on the FITNESSGRAM program standards, 55 percent of our ninth and tenth grade students enrolled in Health/ Physical Education classes will receive a gold or silver FITNESSGRAM award.

Given the number of students enrolled in the Cambridge Academy during the 2007-2008 school year, enrollment will increaseby 5% as compared to the 2006-2007 school year.

Reagan/Doral will rank on the State of Florida ROI index publication 90 percentile. Ranking score in not available at this time.

Given the number of students entering the ninth grade, 90% will continue working towards a high school diploma.

According to the Organizational Performance Improvement Survey (OPIS), the two areas of weakness were under "District Strategic Planning Alignment" and "Stakeholder Engagement." Scores under the District Strategic Planning Alignment suggest that a more aggressive approach should be utilized to involve all employees in the implementation of the school's mission, vision and core values in alignment with the District's Strategic Plan. During the 2007 – 2008 school year faculty and staff will have input during "Magical Mondays (Department Chair meetings), faculty meetings and Educational Excellence School Advisory Council (EESAC). To compensate for lack of student and parent satisfaction under the Stakeholder Engagement category, activities requiring parent involvement will be implemented. The Parent Portal will be used as an avenue to keep parents abreast of their child's grades through the use of the online gradebook. Parents will be provided with information regarding the Portal during Open House and other parent related activities. Reagan/Doral Senior will establish a reputation for excellence through outstanding student performance in academics, athletics, character education and community service. At Reagan/Doral we firmly believe that when a rigorous curriculum is combined with high student expectations, all students will learn and achieve.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7241 - RONALD W. REAGAN/DORAL SENIOR HIGH SCHOOL

VISION

Ronald W. Reagan/Doral Senior High School recognizes that all students can learn. 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

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

CORE VALUES

In alignment with the district's core values, at Ronald W. Reagan/Doral Senior High School, we strive for the development of character, literacy, and love of humanity. As our school motto carries, "Lux et Veritas" - "Light and Truth".

School Demograhics

Facility/Community
Ronald W. Reagan/Doral Senior High School is a state-of–the-art senior high school that opened in August 2006. It is located on approximately 20 acres of land within Regional Center III's westernmost boundary. The address is 8600 NW 107 Avenue in the City of Doral. The demographics of Reagan/Doral include single family homes, town homes and apartments. The growth in this area is a constant factor. 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. Thirty two percent (440) of Reagan students participate in the Free and Reduced Lunch program.

Student Demographics
Currently, of the 1,404 students, eighty seven percent are Hispanic, nine percent White, two percent Black, and two percent are Asian. Five percent (70) are enrolled in the Special Education (SPED) Program. Fourteen percent (191) are English Language Learners (ELL). Thirteen percent (178) are in the Gifted program.

Results of the 2006-2007 Florida Comprehensive Assessment Test (FCAT) indicate that of the 434 ninth grade students tested in reading, 15% scored a Level I, and 29% scored a Level II. In mathematics, 9% scored a Level I and 8% scored a Level II. Thirty two percent of the 392 students tested in 10th grade reading are Level I. Twenty eight percent scored a Level II. In mathematics, 8% scored a Level I and 15% scored a Level II. The breakdown for the No Child Left Behind (NCLB)Subgroups is as follows for reading: 61% of the total group met criteria for Adequate Yearly Progress (AYP). There is no subgroup results for White, Black, Asian, American Indian or Students With Disabilites (SWD). Fifty nine percent of Hispanic and Economically Disadvantaged students met AYP. The only subgroup that did not meet AYP was the English Language Learner (ELL). Only 47% of ELL students met AYP. In mathematics, students at Reagan/Doral did phenomenal. All subgroups met AYP in mathematics. Eighty two percent of the total population met criteria for AYP. The subgroup breakdown for meeting AYP is as follows: Hispanic - 82%, Economically Disadvantaged - 79%, and English Language Learners - 76%. There are no subgroups for White, Black, Asian, American Indian or Students with Disabilities.

Unique Aspects: Advantages/Areas of Concern
Reagan Senior is one of eleven schools in Miami-Dade County Public Schools participating in Cohort One of the Secondary High School Reform Initiatives. An eight period/block schedule day is being implemented to facilitate the transition into small learning communities. Reagan Senior is an academy-based high school offering the following academies: Cambridge, Classical Arts, Communications and Health Science. A number of Advanced Placement Courses are offered in the subject areas of Foreign Language, Language Arts, Social Studies and Science. In its inaugural year, 74% of the students that took the Cambridge exams earned a passing score. Due to the increase in student population, an additional 40 faculty and staff members were added to Reagan/Doral Senior for the 2007 – 2008 school year.

Teacher Demographics
The Leadership Team of Reagan/Doral Senior High School consists of representatives from all subject area departments and all of the administrative team. This organizational structure allows for a variety of expertise, perspectives and diversity. Reagan/Doral employs 74 full time instructional staff members, of which 49% (36) are male and 51%(38) are female. Of the 74 Instructional personnel, 36% (27) have advanced degrees. Four have doctorates and five are National Board Certified teachers. The ethnic breakdown of our staff is 65% (48)Hispanic, 30% (22)White and 5% (4)Black. There is a Bilingual Paraprofessional who assists the ELL students and a Behavioral paraprofessional for the SPED program. There are 41 staff members and 20 part-time workers including cafeteria personnel. Administration consists of a principal, three assistant principals, an administrative assistant, an athletic and activities director. Currently there are no open instructional vacancies.

Class Size/Teacher-to-Student Ratio
The average class size meets the state and district requirements in grades 9 -11 in general education and SPED. The student to teacher ratio is 24:1 in general education and in the self contained SPED classes the student to teacher ratio is 8:1. Every effort will be made to keep class size to a minimum to maximize every student's learning potential.

Attendance Rate
Reagan/Doral ranked number one in the Miami Dade County Public Schools for attendance among all High Schools for the 2006-2007 school year, with an average overall attendance of 96.9%. During the 2006-2007 school year Reagan/Doral was the prestigious winner of the attendance trophy for each nine week grading period. Studies show that there is a direct correlation between attendance and overall student achievement. Therefore Reagan/Doral will continue to place an emphasis on attendance for the 2007 – 2008 school year.

Promotion/Graduation/Retention Rates
Students that have failed one or more courses are taking "Course Recovery" to compensate for the failed courses and to get them back on track with the graduation timeline. Students may also take certain courses via virtual school and or within the Community Education Program. Reagan/Doral enrollment currently consists of grades 9-11, at this time there is no information pertaining to graduation rates. The first graduation class will be in 2009.

Feeder Pattern
The Ronald W. Reagan/Doral Senior Feeder Pattern consists of one elementary school, John I. Smith (K-5) and one elementary school, Eugenia B. Thomas, that has been designated as a K-8 center beginning with the 2007-2008 school year. This K-8 center currently consists of K-6 students. There is one middle school, Doral Middle that consists of grades 6 -8. Due to boundary constraints, the majority of Reagan/Doral students live in the Doral Area, transitioning from Doral Middle. Doral Middle has received a grade of an A based on the Florida Department of Educations accountability grading system since the 2001 – 2002 school year. The Mayor and the city of Doral pride itself with having the only city within Dade County to have all A schools.

Special Programs
Reagan/Doral offers a variety of special programs to accommodate all students. Gifted courses are offered in the core subject areas. Honors and Advanced Placement (AP) courses are offered for those students who make a commitment to excel with a rigorous curriculum. Reagan/Doral has 70 students that participate in the Exceptional Student Education Program that receive instruction through mainstream and inclusion courses. Students that are enrolled in the English Language Learner (ELL)program are scheduled for a Developmental Language Arts course to assist with development of the English Language. These students also receive assistance from a Home Language Assistance Paraprofessional who tutors individual and small group students.
Reagan/Doral is an academy based high school offering students three academies of choice: Cambridge, Classical Arts and Information and Communications Technology (ICT).

Cambridge is an international pre-university curriculum and examination system for academically able students. Students in grades 9 and 10 take Pre-Aice courses with advancement to the Advanced International Certificate of Education Program during the junior and senior years.

The Classical Arts Academy offers curriculum that is balanced and sequential. Strands in Classical Arts includes; Band, Orchestra, Chorus, Piano, Guitar, Dance, Drama and Visual Arts. Students enrolled in the Cambridge Academy may choose electives from the Classical Arts Academy.

The ICT Academy is designed to enhance and promote students information technology and communications competencies. Strands include Web Design, Entrepreneurship, Journalism, Broadcasting/TV Production, and Film/Photography. ICT Academy courses are open as electives to all students.

School Community Relations/Partners
Reagan/Doral continues to establish partnerships with community and business members. Currently there are three business partners; Rinker, Tomac and ERA Elk Realty. During the 2007-2008 school year, an advisory board will be established to work with the current Business Partners to maximize their potential and to recruit additional partners.

Grants
A grant writing committee will be established during the 2007 – 2008 school year as an avenue to gain additional monies and resources for the school.

School Foundation

Leadership:

A review of the results of the Organizational Performance Improvement Snapshop(OPIS)survey reveals that in the category of "Leadership" scores range from 4.6-4.9. The survey results indicate that there is a strong leadership that creates an environment that supports collaboration and team effort among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

A review of the results of the Organizational Performance Improvement Snapshot(OPIS) survey reveals that in the category of "District Strategic Planning Alignment" scores range from 4.3-4.5. Scores on individual items suggests that a more aggressive approach should be utilized to involve all employees in the implementation of the school's mission, vision and core values in alignment with the district's strategic plan. The Continuous Improvement Model (CIM) will be applied in all efforts to provide the faculty and staff with opportunities for involvement in the effective operation of short-term and long term plans. This approach will help improve communication and planning affecting staff work effectiveness and progress. In addition, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish collaborative and all-inclusive strategic planning on a school-wide basis.

Stakeholder Engagement:

A review of the results of the Organizational Performance Improvement Snapshop(OPIS) survey reveals that in the category of "Stakeholder Engagement" scores range from 4.3-4.8. Knowing "who my customers are" is an area of strength, with a score of 4.8. Overall, the category was scored 4.5, which indicates it to be an area of strength. The weakest area, student and parent satisfaction, is expected to improve with the use of the Gradebook Parent link, which is in operation this year.

Faculty & Staff:

A review of the results of the OPIS survey reveals that in the category of Faculty and Staff, scores range from 4.5-4.7 with an average score of 4.6. The area of weakness indicated that more emphasis needs to be put on giving teachers feedback as to how what they do effects how the work location does. During the 2007-2008 school year, teachers will receive on site in-services that analyze the school's data and the various programs that are being implemented for effectiveness. Departmental meetings will also be held that will consist of utilizing the Regions Data Debriefing Protocol procedure.

Data/Information/Knowledge Management:

A review of the results of the Organizational Performance Improvement Snapshot(OPIS) survey reveals that in the category of "Data/Informaation/Knowledge Management", scores range from 4.5-4.8. This area indicates that school personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans (PDP) to make decisions to meet the organization's mission, vision and core values. To facilitate this process, pertinent student information is disseminated and analyzed through a collaborative approach to effectively plan, align, and monitor student performance.

Education Design:

A review of the results of the Organizational Performance Improvement Snapshot (OPIS) survey reveal that in the category of "Data/Information/Knowledge Management," scores range from 4.5-4.8. This area indicates that school personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans (PDP)to make decisions to meet the organization's mission, vision and core values. to facilitate this process, pertinent student information is disseminated and analyzed through a collaborative approach to effectively plan, align, and monitor student performance.

Performance Results:

A review of the results of the OPIS survey reveals that in the category of "Performance Results" scores range from 3.6 to 4.8 with an average of 4.5. The area of weakness indicates that more information needs to be disseminated to teachers regarding the school's finances. The establishment of the Educational Excellence School Advisory Committee (EESAC) will assist with faculty and staff being able to have representation and provide an outlet for a means of communication on school finances.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

☑	Different Innovative Approaches to Instruction
☑	Responsibility of Teaching Reading for Every Teacher
☑	Quality Professional Development for Teachers and Leaders
☑	Small Learning Communities (SLC)
☑	Intensive Intervention in Reading and Mathematics
☑	Course Choice Based on Student Goals / Interests / Talent
☑	Master Schedules Based on Student Needs
☑	Parental Access and Support
☑	Applied and Integrated Courses
☑	Academic and Career Planning

Different Innovative Approaches to Instruction
-Unique Aspects, page 2
-Special Programs, page 4

Responsibility of Teaching Reading for Every Teacher
-Goal 1 (Strategy 4), page 11

Quality Professional Development for Teachers and Leaders
-Goals 1-9 and 11 (Professional Development), pages 8, 13, 16, 20, 24, 26, 28, 31,and 33

Small Learning Communities
-Teachers will be involved in small learning communities during teacher planning days and during departmental meetings to discuss school, district initiatives and to participate in professional development activities. Also addressed in Goal 11 (Strategy #1) page 37

Intensive Intervention in Reading and Mathematics
-Goal 1 and 2 (Needs Assessment, pages 8 and 12

Course Choice Based on Student Goals/Interests/Talent
-Goal 1,2,3,4, and 9 (Needs Asessment), pages 8, 12, 16, 20, and 33

Master Schedule Based on Student Needs
-Goal 1,2,3,4 (Needs Assessment), pages 8, 12, 16 and 20

Parental Access and Support
-Goal 5 (Needs Assessment), page 23
-Executive Summary,page 1

Applied and Integrated Courses
-Due to the demands for academic rigor most students take higher level courses. However, Integrated Science And Math Activities will be implemented(goal 4 - Professional Development, goal 2 - Professional Development, pages 13 and 20

Academic and Career Planning
-During the 2007-2008 School Year a CAP Advisor and Career Specialist were added to the Faculty. The Cap Advisor and Career Specialist in consultation with the administration, counselors and teachers will develop a plan of action to assist with academic and career planning (i.e. Career Fair, College Fair, testing information)

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☐	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☑	☐	☑

Reading Statement

All students will be literate members of society.

Needs Assessment

An assessment of FCAT data reveals that 55 % of ninth grade and 40 % of tenth grade students are reading at proficiency level. The percentage of students meeting High Standards in 2006-2007 in both grades was 54%.

Analysis of specific cluster data indicates that students in ninth grade (67%) are most successful with Main Idea/Purpose. Sixty-seven percent of this class attained proficient scores in Words/Phrases and 64% in Comparisons. Sixty seven percent of 10th grade students attained proficient scores in Words/Phrases. Sixty four percent attained proficiency in Comparisons and 62% attained proficiency in Main Idea/Purpose. The greatest area of instructional need for 9th and 10th grade students is in Reference and Research.

The District's initiative to have a Literacy Leadership Team in place at the school, and other school-site initiatives, will support a close monitoring of the effective utilization of the District's Comprehensive Research-Based Reading Plan (CRRP), research-based programs, curriculum pacing guides, technology and professional development in the areas of strategic planning and teaching, data analysis and teamwork. Teachers will be encouraged to engage more in professional conversations that explore and reflect upon teaching and understanding.

The English Language Learners (ELL) subgroups did not meet Adequate Yearly Progress (AYP). Results of the 2007 FCAT show that 47% of students were on grade level. Students in ESOL classes will utilize the Achieve 3000 software program as a supplement to the traditional coursework in order to increase deficient skills.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Miami-Dade County Public Schools

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine and ten will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test. For 2007-2008 the proficiency level for reading will be 59%.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish reading libraries in all reading and English classrooms; additionally, all reading classes will utilize a class set of high interest novels and/or non fiction books each nine week period to supplement instruction.	Principal/Administration, Media Specialist, Language Arts/Reading Department Chairperson	9/10/2007	5/23/2008	Other/ Not Applicable	5000
Examine significant reading data utilizing Student Performance Indicators (SPI) in collaboration with all stakeholders, to use data to drive differentiated instruction in Language Arts, Reading, ESOL,and ESE classes.	Principal/Administration, Language Arts, ESOL, ESE, and Reading Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Assign an ESE teacher to provide in-class support to students with disabilities in the Language Arts class through the inclusion model.	Principal/Administration, Inclusion Teachers	8/20/2007	6/03/2008	Other/ Not Applicable	0
Target the Research and Reference Cluster by providing students opportunities to complete research based projects in Language Arts, Social Studies, Science, and elective classes.	Principal/Administration, Language Arts, Social Studies, Science, and elective classes	8/20/2007	6/03/2008	Continuous Improvement Model	0
Enroll all ninth and tenth Level 1 and Level 2 students, including SWD, in an Intensive Reading course using Reading Plus as a tutorial program for all students.	Principal/Administration	8/20/2007	6/03/2008	District-wide Literacy Plan	0
Follow a School Wide Reading Action Plan focusing on a different benchmark each nine weeks.	Principal/Administration, Language Arts Teachers	9/10/2007	6/03/2008	District-wide Literacy Plan	0
Use the Regional Center Debriefing Protocols to conduct data debriefing sessions.	Principal/Administration	9/17/2007	5/23/2008	Continuous Improvement Model	0
Implement the continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal/Administration, Department Chairperson, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0

Research-Based Programs

-Great Source Reading and Writing Sourcebook
-Reading Plus
-FCAT Explorer
-Prentice Hall Literature Gold and Platinum Level textbooks
-Achieve 3000

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan and the K-12 Comprehensive Research-Based Plan will be provided in the following areas:
(as scheduled by the District's Office of Professional Development, and/or in house faculty members)

- Effective utilization of data analysis and the use of Student
  Performace Indicators (SPI)
- Effective utilization of Edusoft computer-based assessment
- Effective utilization of Reading Plus Program
- Effective utilization of FCAT Explorers
- Effective utilization of MAZE assessment administration
- Effective utilization of Achieve 3000
-Training and on-going support in the effective utilization of
 the National Literacy Project
-Training and on-going support in the effective utilization of
 Project CRISS (CReating Independence through Student-owned
 Strategies)

The purpose of these professional development opportunities is to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction.

Evaluation

The evaluation component will include the 2007 FCAT as the final data of evaluation, but will also incorporate the District's Interim Assessment in Reading (IA) to monitor progress as well as other evaluation tools such as:

-2008 FCAT Reading
-Benchmark reading assessment at beginning of the first grading
 period for initial instruction
-On-going benchmark assessment
-Comprehensive English Language Learners Assessment (CELLA)
-Diagnostic Assessment of Reading (DAR)
-Interim Assessment in Reading (IA)

School Improvement Plan
2007-2008

SCHOOL *Quality* IMPROVEMENT

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☑	☐	☑

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

- Analysis of the 2007 FCAT Mathematics data indicate that 79% of ninth and tenth grade students met high standards (scoring at or above Level 3). All subgroups met the minimum requirements for Adequate Yearly Progress. Students in grades 9 and 10 demonstrated the most strength in the area of Number Sense with 63% of 9th graders and 55% of 10th graders mastering this strand. In both 9th and 10th grade the most deficient skill is that of Geometry with only 55% of 9th graders and 43 % of 10th graders mastering this strand. An emphasis will be placed on geometry for both grade levels through the use of The Cognitive Tutor and daily class warm ups. Among the ninth grade students, four out of five math clusters are above 50%, with Geometry being the weakest at 42%. This trend is to be expected since many 9th grade students are in Algebra 1 classes, and have never taken Geometry. Ninth grade students overall made great strides in math, with particularly strong growth in Algebraic Thinking and Data Analysis.
Among the tenth grade students, three of five clusters are above 50% showing greatest strength in Number Sense. Data Analysis & Probability is at 45% and Geometry is at 43% therefore, revealing the greatest need for these students is in Data Analysis and Geometry.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 through 10 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize honor students in an after-school tutoring program that will emphasize the inclusion of minority students.	Principal/Administration, Teachers	10/1/2007	3/26/2008	Academic Enrichment Opportunities	0
Use various teaching strategies (audio, visual, graphical, numerical, tactical, etc) to support varied learning styles.	Principal/Administration, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0
Simulate FCAT-type questions on tests and quizzes to establish familiarity and acquire skills with the SSS tested benchmarks in math.	Principal/Administration, Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Provide Integrated Math Cognitive Tutor Program to ninth and tenth grade students who scored at FCAT Level 1 or 2 delivered through an Intensive Math class in a computer lab setting.	Principal/Administration, Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	1250
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment results to provide explicit and systematic instruction that will improve student learning utilizing the CIM Model.	Principal/Administration, Teachers	9/17/2007	5/23/2008	Continuous Improvement Model	0
Continue the practice of scheduling SWD students in regular education classrooms /Inclusion.	Principal/Administration, Teachers	8/20/2007	5/23/2008	Inclusion of SWD	0
Use the Regional Center Debriefing Protocols to conduct data debriefing sessions.	Principal/Administration	8/20/2007	5/23/2008	Continuous Improvement Model	0
Implement the continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal/Administration, Department Chairperson, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0

Research-Based Programs

To ensure that all students at Ronald W. Reagan/Doral Senior High School receive the tools to succeed in math, the following materials will be used/implemented:

-Cognitive Tutor - Integrated Math Program
-Glencoe Geometry
-Prentice Hall Algebra II
-McDougal Littel Algebra I, Geometry and Algebra II
-Key Curriculum Dicovering Geometry
-Geometer's Sketchpad Program
-Green Globs Program

Professional Development

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:
-Effective utilization of data analysis - Continuous Improvement
 Model(CIM)
-Effective utilization of electronic gradebook
-Effective utilization of Edusoft computer-based assessment
-Effective utilization of Cognitive Tutor (Integrated Math)
-Training on Cambridge International Examinations (CIE)"Best Practices" workshops in teaching IGCSE Mathematics and IGCSE Additional Mathematics and AICE Mathematics

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Interim Assessment in Mathematics (IA) for progress monitoring among other evaluation tools.

-2007 FCAT Mathematics as baseline data

-Progress monitoring evaluating the impact and effectiveness of instructional strategies, including that of the intervention and tutorial programs will be conducted as follows:

-FCAT Mathematics simulations at the beginning of the first
grading period will be used as screening for initial instruction,
and at the end of each grading period as progress monitoring
to continue to drive instruction.

-On-going bi-weekly mini assessments

-2008 FCAT Mathematics test

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☑	☐	☑

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The 2007 FCAT Writing+ results show that the mean score was 307. Students earned an average of 4.1 on the expository prompt and 4.3 on the persuasive prompt with 99 percent of students testing. The combined average score was 4.2. Twenty seven percent of the students scored at a 5.0 or higher. Overall, 91 percent of students demonstrated high standards. According to AYP, all subgroups scores improved their performance in writing by achieving well over the target increase of 1 percent. It is imperative that reading and writing be taught together, since research shows the inherent connection between the two.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will increase their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the District's sample anchor papers from the 2007 FCAT Writes pre-test to familiarize students with the scoring rubric and to demonstrate strengths and weaknesses of students' writing.	Principal/Administration, Language Arts and ESOL Teachers	8/28/2007	8/29/2007	Continuous Improvement Model	0
Provide opportunities for students to respond to Expository and Persuasive writing prompts in Language Arts,ESOL,and ESE classes.	Principal/Administration, Language Arts and ESOL Teachers	8/20/2007	3/30/2008	Continuous Improvement Model	0
Apply "Best Practices" in the teaching of writing to promote students' achievement, paying particular attention to key elements such as focus, organization, support, and conventions, utilizing the writing process as a teaching tool.	Principal/Adminisrtation, Language Arts Teachers	8/20/2007	6/03/2008	Continuous Improvement Model	0
Provide students ample opportunities to respond to Expository and Persuasive prompts in a timed setting through Core classes.	Principal/Administration, Core Teachers	9/20/2007	2/29/2008	Continuous Improvement Model	0
Analyze students' writing to target areas of needs.	Prinicpal/Administration, Department Chairperson, Language Arts Teachers	8/20/2007	6/03/2008	Continuous Improvement Model	0
Implement and maintain a learning journal to provide many opportunities for writing practice and self-expression through Language Arts.	Principal/Administration, Language Arts Teachers	8/20/2007	6/03/2008	Continuous Improvement Model	0

Research-Based Programs

-Glencoe/McGraw Hill and Prentice Hall Writing and Grammar
 Textbooks

Professional Development

Professional development opportunities and support to ensure the implementation of the School Improvement Plan will be provided in the following areas to support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

-Training and on-going support of the writing process, particularly to teachers new to grade 10.
-Training and on-going support with strategies that would enhance student performance on the newly added component of the FCAT Writing Test and in the SAT Writing Essay.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district's Writing Pre Test(DWT) and Post Test(DWT) to monitor progress.

-2008 FCAT Writing+
-Progress monitoring evaluating the impact and effectiveness of instructional strategies as follows:

-2007 FCAT Writing results as baseline data for grades nine and ten
-District Writing Pre Test (DWT) (analysis of data by categories to identify needs)
-Daily journal writing
-Monthly writing prompts through Language Arts

The 2008 FCAT Writing+ test scores report will indicate the percentage of tenth grade students scoring at or above a Level 4.0 in writing for benchmarking purposes. The District's pre and post FCAT writing prompts, as well as the practice FCAT Writes multiple choice writing test, will be administered in the fall and spring. Timed Expository and Persuasive Writing prompts will be administered through the Language Arts class times in the first and second marking period. Also, students will write an Expository and Persuasive essay in Language Arts, using the writing process for practice and student evaluation purposes.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☑	☐	☑

Science Statement

All students will be able to function on or above grade level in Science.

Needs Assessment

During the 2006-2007 school year, Reagan/Doral Senior High School was composed of ninth and tenth grade students only. The 8th grade scores indicated that 60% of the student population scored between levels one and two and 40% scored between levels three and five. In comparison to the district score of 23% for levels three through five, eighth grade students at Doral Middle scored 17% higher than the district and seven percent higher than the state. However, based on data from the district, the greatest area of need is in the "Physical and Chemical" Science clusters. District-wide, students received six out of a possible eleven points for this skill strand. Science teachers will emphasize the "Physical and Chemical" Science clusters through inquiry-based learning and hands-on activities.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate science-based reading and writing activities in Earth/Space, Biology, Physics, Zoology and Chemistry classes to enhance literacy.	Prinicpal/Administration, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0
Incorporate hands-on (lab)activities that require higher order thinking, analysis and conclusion using science process skills.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5000
Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Provide opportunities for inquiry-based learning through small group work, individual exploration, peer instruction and whole class discussions.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Plan and implement options associated with the Science Fair, Science & Engineer Club, Junior Engineer(JETS) Technical Society, and SECME.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	1000
Continue under the Consultative Inclusion Model to collaborate between the Science and Students with Disabilities (SWD) teacher to provide on-going classroom support to (SWD) students enrolled in Earth/Space and Biology classes.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Utilize planning sessions for Biology, Earth/Space,Physics, Zoology and Chemistry teachers to share best practices and plan activities using research based texts and supplemental materials that incorporate science skills.	Principal/Administration, Science Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	800
Incorporate in all Science classes the use of daily start up activities that provide practice with short and extended response items.	Principal/Administration, Science Teachers	8/27/2007	3/28/2008	Academic Enrichment Opportunities	0
Use the Regional Center Debriefing Protocols to conduct data debriefing sessions.	Principal/Administration, Department Chairperson	9/17/2007	5/23/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal/Administration, Science teachers	8/27/2007	5/23/2008	Continuous Improvement Model	0

Research-Based Programs

Earth & Space Science - Florida Edition (Glencoe)
  Earth & Space Science Honors - (Holt)
  Biology - Florida Edition Regular (Prentice Hall)
  Biology - Exploring Life Honors - (Prentice Hall)
  Modern Chemistry - (Holt)
  Chemistry – Cambridge Pre Aice, Cambridge AS
  Cambridge: IGSCE Biology Textbook
  Cambridge – AS Biology Textbook
  Zoology Textbook (Miller/Harley)
  Physics – Cambridge Pre Aice and Cambridge AS

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact on student achievement
(as scheduled by the District's Office of Professional Development, and/or in-house.)

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

-Effective utilization of data analysis - Continuous Improvement Model(CIM)
-Effective utilization of electronic gradebook
-Effective utilization of Edusoft computer-based assessment
-Effective utilization of Student Performance Indicator (SPI)
-Effective utilization of Texas Instruments Science Probes through training from a Texas -Instrument educational trainer
 -Effective implementation of the New Integrated Science III Curriculum Pacing Guide

To enhance instructional delivery:
-Training and on-going support in the utilization of science "Best Practices" strategies in teaching and learning

-Training on Cambridge International Examinations (CIE)"Best Practices" workshops in teaching IGCSE Biology and Chemistry

-School Wide training on the National Literacy Project provided by the School Literacy Team.

Regular professional development meetings will be conducted which will focus on sharing best practices, capitalizing on different learning styles, ideas for project-based learning, increased use of technology in the classroom, and teacher training facilitated by the National Literacy Team.

Evaluation

-2008 FCAT Test
-Progress monitoring and evaluating the impact of instructional strategies to be conducted as follows:

-Benchmark science assessment at the beginning of the first grading period for initial instruction
-On-going benchmark assessment
-Grading period cumulative benchmark assessment
-District Interim Assessment

Results of the Comprehensive Science Post-Test and off site-authored on-going assessments of the benchmarks along with student portfolios will determine progress.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☐	☑	☐	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☐	☐	☑	☑	☐

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

During it's inaugural year, Reagan/Doral provided many opportunities for parents to be involved. A PTSA and EESAC were established An orientation session was held for parents of 9th and 10th grade students. A Resource Fair was held during Open House to provide parents with District Information and School Site information regarding how they can become involved. A bar-b-que was held for parents students and community members prior to school opening. More emphasis has to be placed on attracting parents to become volunteers and involved in daily activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate parental and community interaction.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase membership in PTSA and EESAC.	Principal/Administration	8/15/2007	5/23/2008	Parental Choice Options	0
Bison Parent Suggestion Box will be placed in the Parent Resource Center for on-going feedback.	Principal/Administration	9/17/2007	5/23/2008	Other/ Not Applicable	0
Conduct EESAC and PTSA meetings during morning and evening hours.	Principal/Administration	10/1/2007	5/23/2008	Other/ Not Applicable	250

Research-Based Programs

N/A

Professional Development

-The faculty and staff will educate parents (in-house) on the following programs and resources offered to the families in our community:
  -Parent Resource Center
  -School Volunteers
  -Parent Academy
  -Bilingual Parent Outreach Program
  -Parent/Teacher/Student Association(PTSA)
  -Educational Excellence Student Advisory Council (EESAC)

-EESAC Training as scheduled by the District Professional Development Catalog

-Bilingual Outreach FCAT Strategies as scheduled by the District Professional Development Catalog through the Bilingual Outreach Program

Evaluation

-PTSA and EESAC Membership

-Parent Conference Log

-Parent Survey conducted during Back-To-School-Night

-Review of suggestions from the "Bison Parent Suggestion Box"

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☐	☐	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☐	☑	☑	☐	☐

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Students continue to arrive late to school in spite of reviewing the attendance policies and procedures with students and parents. Ongoing parental contacts will be implemented through the use of The Connect Ed Telephone System. Conferences held with parents, counselors,students and the administration will also be implemented to remediate student tardiness. Detentions will be given as an alternative to suspension. Early-Bird detentions are held at 6:30 am to accomodate students having difficulty with transportation.
Since no previous data is available, in January we will monitor and compare the number of tardies/detentions issued during both semesters.

Measurable Objective

Given an emphasis on a safe and orderly environment, student tardies will improve as evidenced by a 5% decrease during the second semester of the 2007-2008 school year as compared to the first semester of the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review Quaterly Attendance reports and monitor tardies on an on-going basis.	Principal/Administration, Leaderhsip Team	10/26/2007	5/23/2008	Truancy Prevention	0
Contact and conference with parents of students with poor attendance and/or chronic tardy history.	Principal/Administration, Teachers	8/27/2007	5/23/2008	Continuous Improvement Model	0
Initiate a Youth Crime Watch Program where students will be involved in crime prevention in school.	Principal/Administration,	9/18/2007	5/23/2008	Safe and High-quality Facilities	0
Implementation of a school wide incentive program (BISON BUCKS) which rewards puctuality and good citizenship.	Principal/Administration, Teachers	9/18/2007	5/23/2008	Safe and High-quality Facilities	1500

Research-Based Programs

N/A

Professional Development

-Review of Student Code of Conduct
-Review of attendance Policy

Evaluation

Review of the Quaterly Attendance Reports and the Progress Reports

Review of the School Climate Survey

Review of daily Attendance Bulletins

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☐	☑	☑	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☐	☑	☐	☑	☑

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

The need to access and exchange information via technology is a priority at Reagan/Doral. The use of: e-mail, Excelsior On-line Gradebook, Edusoft, Reading Plus, Cognitive Tutor, FCAT Explorerer, Riverdeep, and the increase understanding and use of other software applications to integrate technology within respective disciplines across the curriculum is our focus.

Students also need to be able to access and utilize technology effectively. All 9th grade students will be enrolled in a Keyboarding and Business class to assist with enhancing their technology skills. They will participate in a Financial Literacy Project using technology.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will be able to access professional development as needed to utilize technology effectively.

Given an emphasis on the use of technology in education, all students entering Ronald W. Reagan/Doral High School will take a semester course on Keyboarding and Business to enhance their technology skills.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers to participate in a Technology Tools and Tips for Secondary Teachers course.	Principal/Administration, ICT Department Chairperson	9/17/2007	5/23/2008	Other/ Not Applicable	3000
Conduct a needs assessment survey for teachers and administrators on technolgy usage.	Principal/Administration, ICT Department Chairperson	9/17/2007	5/23/2008	Other/ Not Applicable	0
Teachers will be able to create and post a web page in order to communicate with students and/or parents.	Principal/Admnsitration, ICT Department Chairperson	9/17/2007	5/23/2008	Other/ Not Applicable	0
Instructional personnel will be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners.	Principal/Administration, ICT Department Chairperson, Teachers	9/17/2007	5/23/2008	Other/ Not Applicable	0
Training and support will be available for teachers in how to use email to communicate with Administrators and with each other.	Principal/Administration, ICT Department Chairperson	9/17/2007	5/23/2008	Other/ Not Applicable	0
Implement a Financial Literacy Curriculum for all 9th grade students using technology.	Principal/Administration, ICT Department Chairperson, Technology Teachers	8/20/2007	12/21/2007	Other/ Not Applicable	0

Research-Based Programs

-Cognitive Tutor Integrated Math
-Riverdeep
-Reading Plus
-FCAT Explorer
-e-Learning (Thompson)
-Accelerated Reader (AR)
-Standardized Test for the Assessment of Reading (STAR)

Professional Development

Cognitive Tutor Integrated Math as scheduled through the Districts Professional Development Catalog

Riverdeep as scheduled through the Districts Professional Development Catalog

Secondary Tools and Tips for Secondary Teachers
as scheduled through the Districts Professional Development Catalog

Accelerated Reader(AR) and the Standarized Test for the Assessment of Reading STAR) Reading programs as scheduled through the Districts Professional Development Catalog

Excelsior Gradebook Training

Evaluation

-Teacher Web Page Utilization
-Technology Needs Assessment for Teachers
-Media Center logs on teacher technology usage (Smart Boards, LCD projectors, and lap tops utilization)
-Monitoring of effective teacher communication through email while diminishing traditional paper communication.
-Students' Financial Planning Project

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	☐	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	✔	✔	☐	☐

Health & Physical Fitness Statement

The goal of the Health/Physical Education Program is for students to acquire and develop health-related fitness, physical competence and cognitive understanding of regular physical activity. With the knowledge learned, the students will understand the importance of lifelong fitness to maintain a healthy lifestyle.

Needs Assessment

The 2006-2007 FITNESSGRAM Post-test report indicates that out of 824 students, 742 were tested (90%). Four hundred seventy students received the Silver Award. This translates to students having passed 5 out of 6 items. Sixty three percent of students were award winners. In spite of this great accomplishment, not one student received the Gold award. This years focus will be on improving the quality of instruction by working on increasing students' speed and agility. This will be done with daily dynamic warm up routines including plyometics and on increasing students' total strength by participating in school site weight training program.

Measurable Objective

Given instruction based on the FITNESSGRAM program standards, 55 percent of our ninth and tenth grade students enrolled in Health/ Physical Education classes will receive a gold or silver FITNESSGRAM award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Dedicate appropriate instructional time to fitness related activities on a daily basis.	Principal/Administration, Physical Education Teachers	08/20/2007	05/23/2008	Healthcare & Healthy Choices	0
Develop a Department/School wide program to recognize students who achieve high performing scores on physical fitness activities.	Principal/Administration, Physical Education Department	08/20/2007	05/23/2008	Healthcare & Healthy Choices	0
Develop and monitor the physical education program to ensure that the instructors select and implement activities related to assesment component items.	Principal/Administration, Department Chair	08/20/2007	05/23/2007	Other/ Not Applicable	0
Administer a FITNESSGRAM pre-test and post-test to determine baseline and improvement gains.	Principal/Administration, Physical Education Department	08/20/2007	05/23/2008	Healthcare & Healthy Choices	0
Monitor and maintain an increased level and awareness of physical fitness by developing an action plan to insure the Health and Physical Education Departments meet the fitness goals and objectives.	Principal/Administration, Physical Education Department	08/20/2007	05/23/2008	Healthcare & Healthy Choices	0

Research-Based Programs

FITNESSGRAM Test established for 2007-08 school year

National standards set for Health/Physical Education

Professional Development

Provide the proper training for the Health/Physical Education Department in the FITNESSGRAM Program.

Encourage Health/Physical Education Department to join local, state, and national organizations.

Inform the Health/Physical Education Department with the dates and times of workshops scheduled through the District's Office of Professional Development.

Evaluation

Analyze and evaluate the 2007-08 FITNESSGRAM program results for all tested students and send final results to District administration.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☐	☑	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☐	☐	☐

Electives & Special Areas Statement

Maintain and recruit students for the Cambridge Academy.

Needs Assessment

School data indicates that the Cambridge Academy has increased in enrollment. The target goal for maintaining current students is 80%.One hundred and ninety one students are currently participating in the Cambridge Academy. Enrollment for the 2007-2008 school year based on recruitment will increase from 191 to 212 students in grades 9 - 11.The curriculum for Cambridge is rigorous, examinations are required therefore,retention is a concern. Counseling and continuous monitoring by the Cambridge Lead Teacher will be provided.

Measurable Objective

Given the number of students enrolled in the Cambridge Academy during the 2007-2008 school year, enrollment will increaseby 5% as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Cambridge Orientaion Nights will be held in order to provide information and recruit students into the Cambridge Academy.	Cambridge Academy Lead Teacher, Principal/Administration	9/10/2007	5/23/2008	Other/ Not Applicable	0
Monitor subject selection cards for maintainence and recruitment of Cambridge students.	Principal/Administration, Cambridge Academy Counselor, Cambridge Academy Lead Teacher	8/20/2007	4/30/2008	Secondary School Reform	0

Research-Based Programs

-Senior High School Secondary School Reform Literature

-Annual Achievement Test (AAT)

-National Literacy Project

Professional Development

-Academy Lead Teacher Workshops (National Literacy Project)

-Advanced Placement Workshops available through the College Board and the   Miami-Dade School District

-Cambridge University (IGCSE and AICE Curriculum)training

-International and National Foreign Language Organizations Workshops

Evaluation

Every incoming tenth and eleventh grade student will have identified an academy and a strand of focus for the 2007-2008 school year.

Subject selection cards will be reviewed to monitor the amount of students continuing in the Cambridge Academy, and the number of students entering the Cambridge Academy.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☐	☑	☐	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☐	☐	☐	☐	☐

Return On Investment Statement

Reagan/Doral will rank at or above the 90th percentile statewide in the ROI index and cost effectiveness of its programs.

Needs Assessment

No previous scores available

Measurable Objective

Reagan/Doral will rank on the State of Florida ROI index publication 90 percentile. Ranking score in not available at this time.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET

Research-Based Programs

Florida Department of Education ROI index

Professional Development

N/A

Evaluation

No previous scores available

Graduation (High Schools Only) Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	☐	☐	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	☐	☐	☐	☐

Graduation (High Schools Only) Statement

All students will graduate from high school within a four-year period.

Needs Assessment

Reagan/Doral Senior currently does not have a senior class. The first graduating class will be during the 2008-2009 school year. The emphasis is currently placed on maintaing the number of students within the ninth grade. Ninth grade students are receiving information on graduation requirements through the Career Explorations courses. Through the three identified academies, students are participating in small learning communities and are receiving eight periods per day in the structure of the Secondary High School Reform.

Measurable Objective

Given the number of students entering the ninth grade, 90% will continue working towards a high school diploma.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish small learning communities through the academy model.	Principal/Administration, Student Services Personnel, Teachers	9/18/2007	4/30/2008	Secondary School Reform	0
Implement Tools for Success curriculum to all ninth grade students.	Principal/Administration, Teachers	9/17/2007	5/23/2008	Other/ Not Applicable	0
Counselors will review credit histories with every ninth and tenth grade student.	Principal/Administration, Student Services Personnel	12/3/2007	5/23/2008	Continuous Improvement Model	0
Academy Lead Teachers will conduct meetings with teachers to align curriculum and discuss student progress.	Principal/Administration, Academy Lead Teachers	9/17/2007	5/23/2008	Secondary School Reform	0

Research-Based Programs

Tools for Success /Career Exploration mandatory course for 9th graders.

Professional Development

Tools For Success as scheduled in the Districts Professional Development Catalog.

Evaluation

Review and monitor the At-Risk Report

Review and monitor Interim Progress Reports every nine weeks.

EESAC Compliance

YES	NO	
☑	☐	*The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.*

Budget:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Training:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Instructional Materials:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Technology:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Staffing:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Student Support Services:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Other Matters of Resource Allocation:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Benchmarking:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

School Safety & Discipline:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is in progress.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	5000
Mathematics	1250
Writing	0
Science	6800
Parental Involvement	250
Discipline & Safety	1500
Technology	3000
Health & Physical Fitness	0
Electives & Special Areas	0
Graduation (High Schools Only)	0
Total	17800

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

_____

Principal

_____

EESAC Chair

_____

UTD Steward

_____

EESAC Parent Representative

_____

EESAC Business/Community Representative

_____

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

_____

Region Superintendent