
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7241 - Ronald W. Reagan/Doral Senior High School

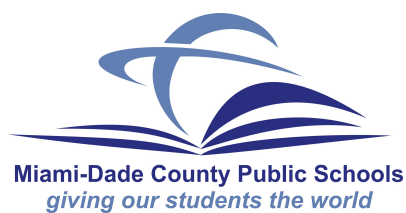
FeederPattern: Ronald W. Reagan/Doral Senior High School

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Douglas Rodriguez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ronald W. Reagan/Doral Senior High School

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. 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, and Communications. The continuous growth of residents in the City of Doral is impacting enrollment. Currently, of the 813 students, eighty five percent are Hispanics, nine percent white, two percent African American, and two percent are Asian. Four percent (34) are enrolled in the Student with Disabilities (SWD) program. Fourteen percent (111) are Limited English Proficient (LEP). Thirteen percent (109) are in the Gifted program. Eighteen percent (72) are participating in the Free and Reduced Lunch program.

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, Students with Disabilities (SWD), English as a Second Language (ESOL), and Inclusion programs are offered. All students participate in a separate homeroom period that delivers: vocabulary, reading, math, and character education in an added 30 minutes of instructional time. Intensive Reading and Intensive Mathematics courses target Level 1 and 2. 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.

Reagan/Doral Senior will establish a reputation for excellence through outstanding student performances 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.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2007 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 a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of

the FCAT Writing Test.

Given instruction using the Sunshine State Standards, all tenth grade students will demonstrate high standards in writing as evidenced by 88 percent scoring at or above 4.0 on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, all subgroups will show one percent improvement according to NCLB requirements.

Given instruction using the Sunshine State Standards, students in grade nine and ten will increase their science skills on the administration of the Science Posttest by 25 percentage points as compared to the administration of the Science Pretest.

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

Goal 6 on Discipline & Safety will be established in January 2007 since no baseline data is available.

One hundred percent of all teachers will communicate using email.

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.

Eighty percent of all Cambridge students will remain enrolled in the Cambridge Academy.

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

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

Based on the results of the Organizational Performance Improvement Snapshot(OPIS) survey, the category in need of improvement is in "budget results". To improve in this area, the administration and EESAC will make available meeting opportunities for staff members to review and clarify funding and budget structures. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in the effort to develop and establish effective budgetary decisions. The school will continue to focus on improving communication with staff members, parents and students.

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.

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 lifelong 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 Demographics

Ronald W. Reagan/Doral Senior High School is Miami-Dade County's newest state-of-the-art senior high. 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. This year Reagan/Doral has ninth and tenth grade and will add eleventh grade next school year.

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.

Reagan/Doral employs 53 full time teachers, 33 staff members and 20 part-time workers including cafeteria personnel. There are two paraprofessionals. Administration consists of a principal, two assistant principals, an administrative assistant, an athletic and activities director. Ronald W. Reagan/Doral Senior High school was officially dedicated on September 22, 2006. There are 80 fully operational security cameras monitoring all areas of the building. Reagan/Doral has a school-wide uniform policy which makes it easy to identify our students and to promote appropriate behavior.

School Foundation

Leadership:

A review of the results of the Organizational Performance Improvement Snapshot(OPIS)survey reveals that in the category of "Leadership" scores range from 4.6-4.9. The survey results indicate 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 Snapshot(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:

Staff Attendance

Incentive initiatives and administrative acknowledgement are used to promote daily attendance of all staff members. Given these incentives, it is expected that at least 98 percent of the staff will be in attendance during the 2006-2007 school year.

Teacher Mentoring Programs

At the school site, a National Board Certified Teacher from our staff will lead the district's mentoring program (NEST) for beginning teachers. The beginning teachers will also receive a second mentor teacher to collaborate with and receive support and guidance. Academy lead teachers and department chairpersons, along with administrators, will also facilitate in the transition. There will be bi-weekly meetings on selected topics such as lesson planning, classroom management, electronic gradebook, and literacy. Beginning teachers will also participate in peer observations where they will be observing "in-house master teachers". Administrative support is on-going.

A literacy leadership team is also in place to ensure implementation of the reading curriculum, and to assess the professional development needs of staff. This team is formed by all administrative staff; three Academy Lead Teachers; Language Arts, Science, Social Studies, Math, ESOL and ESE Department Chairpersons; Testing chairperson and Media Specialist.

Data/Information/Knowledge Management:

A review of the results of the Organizational Performance Improvement Snapshot (OPIS) survey reveals 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.

Education Design:

A review of the results of the Organizational Performance Improvement Snapshot (OPIS) survey reveal

All students scoring an FCAT Level 1 or 2 in reading and/or mathematics will be provided with additional learning opportunities to meet their needs. These opportunities will include before, during, and after-school through intensive tutorial intervention in the specific area(s) of need. Researched-based instructional materials and strategies will be utilized to deliver and monitor instruction during the intervention period that shall run from September 2006 to April 2007.

Performance Results:

Our goals also include improving the use of technology as a tool to support student achievement optimizing student fitness, and continuing to assure a safe environment that is conducive to learning.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

An assessment of FCAT data reveals that 59 percent of ninth and 39 percent of tenth grade students are reading at proficiency level.

Analysis of specific cluster data indicates that students in ninth grade are most successful with Comparisons. Sixty-nine percent of this class attained proficient scores in Main Idea/Author's Purpose and sixty-seven percent in Words/Phrases. The greatest area of instructional need for 9th grade students is in Reference and Research. Tenth grade students need most improvement in Words/Phrases.

Increased attention needs to focus on several of the subgroups identified in the No Child Left Behind (NCLB) report.

Limited English Proficient (LEP) students surpassed the proficiency target for Adequate Yearly Progress (AYP) by 2 percentage points in the percentage of students scoring at or above grade level in reading.

Students with Disabilities(SWD) failed to meet the proficiency target of 44 percent by 30 percentage points.

On an average, grade 9 was the most successful in all content clusters gaining the most points in Comparisons and

Main Idea/Author's Purpose. However, Reference/Research continues to be the area in need of most attention in the 9th grade and Words/Phrases in the 10th grade.

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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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.	Administration	8/18/2006	5/25/2007	District Strategic Plan	\$5000.00
Target the Words/Phrases Cluster using a schoolwide Vocabulary Program during the homeroom period.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
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.	Administration	8/14/06	5/24/07	District Strategic Plan	\$0.00
Assign an ESE teacher to provide in-class support to students with disabilities in the Language Arts class through the inclusion model.	Administration	8/14/2006	6/1/2007	Inclusion	\$0.00
Target the Research and Reference Cluster by providing students opportunities to complete research based projects in Language Arts, Social Studies, Science, and elective classes.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
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.	Administration	8/14/06	5/24/07	District-wide literacy plan	\$0.00
Follow a School Wide Reading Action Plan focusing on a different benchmark each nine weeks.	Administration	9/18/2006	5/24/07	District-wide literacy plan	\$0.00

Research-Based Programs

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

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 Performance 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
- 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:

- 2007 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)
- Maze (MZ)
- Gates MacGinitie Reading Test(GATES)
- Diagnostic Assessment of Reading (DAR)
- Interim Assessment in Reading (IA)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

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

Needs Assessment

Analyses of the 2006 FCAT Mathematics data indicate that 71 percent of ninth and tenth grade students met high standards (scoring at or above Level 3). However, study of data desegregated by sub-group reveals there is room for improvement. Reagan's White, African American, Hispanic, Asian, Economically Disadvantaged and Limited English Proficient (LEP) students all met national guidelines with respect to the percentage scoring at or above grade level in math; only Students with Disabilities (SWD) did not meet Adequate Yearly Progress (AYP) guidelines. LEP students surpassed the proficiency target for AYP by 16 percentage points in the percentage of students at or above grade level in mathematics. SWD failed to meet the target of 50 percent of students performing at grade level or above in mathematics by 23 percentage points. Special interventions targeting students in regular level and SPED classes will need to be employed to reach these students.

Among the ninth grade students, four out of five math clusters are above 50 percent, with Geometry being the weakest at 42 percent. 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.

Among the tenth grade students, two of five clusters are above 50 percent showing greatest strength in Number Sense. One of the five clusters (Data Analysis & Probability) is at 50 percent; therefore revealing the greatest need for these students is in Measurement and Geometry.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize honor students in an after-school tutoring program that will emphasize the inclusion of minority students.	Administration	8/14/06	5/24/07	Mentoring Opportunities	\$0.00
Use various teaching strategies (audio, visual, graphical, numerical, tactical, etc) to support varied learning styles.	Administration	8/14/06	5/24/07	Continuous Improvement Model	\$0.00
Simulate FCAT-type questions on tests and quizzes to establish familiarity and acquire skills with the SSS tested benchmarks in math.	Administration	8/14/06	5/24/07	Continuous Improvement Model	\$0.00
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.	Administration	8/14/06	5/24/07	District-wide literacy plan	\$12500.00
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.	Administration	9/25/2006	5/24/07	Mentoring Opportunities	\$0.00
Continue the practice of scheduling SWD students in regular education classrooms /Inclusion.	Administration	8/14/06	5/24/07	Inclusion	\$0.00

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 Littell Algebra I, Geometry and Algebra II
- Key Curriculum Discovering Geometry
- Geometer's Sketchpad Program
- Green Globes 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

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.

-2006 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 mini assessments

-2007 FCAT Mathematics test

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The 2006 FCAT Writing+ results show that the mean score for 2006 was 307. Students earned an average of 4.0 on the expository prompt and 4.2 on the persuasive prompt with 99 percent of students testing. Overall, 88 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. Data revealed that 100 percent of White students, 97 percent of Hispanic students, 96 percent of Economically Disadvantaged students, and 91 percent of LEP students, improved by one percent in 2005. 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will increase their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, all tenth grade students will demonstrate high standards in writing as evidenced by 88 percent scoring at or above 4.0 on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, all subgroups will show one percent improvement according to NCLB requirements.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the District's sample anchor papers from the 2006 FCAT Writes pre-test to familiarize students with the scoring rubric and to demonstrate strengths and weaknesses of students' writing.	Administration	9/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide opportunities for students to respond to Expository and Persuasive writing prompts in Language Arts, Social Studies, Science, and Math.	Administration	8/14/2006	2/2/2007	Continuous Improvement Model	\$0.00
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.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide students ample opportunities to respond to Expository and Persuasive prompts in a timed setting through the Language Arts class.	Administration	9/7/2006	2/2/2007	Continuous Improvement Model	\$0.00
Analyze students' writing to target areas of needs.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement and maintain a learning journal to provide many opportunities for writing practice and self-expression.	Administration	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00

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 along with other evaluation tools.

-2007 FCAT Writing

-Progress monitoring evaluating the impact and effectiveness of instructional strategies as follows:

-2006 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, Social Studies, Science and Math classes

The 2007 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 tests, 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, Social Studies, Science, and Math using the writing process for practice and student evaluation purposes.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students will make annual learning gains sufficient to acquiring the knowledge, skills and competencies needed to master the Sunshine State Standards in the area of Science.

Needs Assessment

In 2006-2007, Reagan/Doral Senior High School is composed of ninth and tenth grade students only. The scores indicated that 60 percent of the student population scored between levels one and two and 40 percent scored between levels three and five. In comparison to the district score of 23 percent for levels three through five, eighth grade students at Doral Middle scored 17 percent 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" skill strands. District-wide, students received six out of a possible eleven points for this skill strand. Science teachers should emphasize the "Physical and Chemical" skills through inquiry-based learning and hands-on activities.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade nine and ten will increase their science skills on the administration of the Science Posttest by 25 percentage points as compared to the administration of the Science Pretest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate science-based reading and writing activities in Earth/Space, Biology and Chemistry classes to enhance literacy.	Administration	8/14/06	5/24/07	District Strategic Plan	\$0.00
Incorporate hands-on activities that require higher order thinking, analysis and conclusion using science process skills.	Administration	8/14/06	5/24/07	District Strategic Plan	\$3000.00
Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Administration	8/14/06	5/24/07	District Strategic Plan	\$0.00
Provide opportunities for inquiry-based learning through small group work, individual exploration, peer instruction and whole class discussions.	Administration	8/14/06	5/24/07	District Strategic Plan	\$0.00
Utilize planning sessions for Biology, Earth/Space and Chemistry teachers to share best practices and plan activities using research based texts and supplemental materials that incorporate science skills.	Administration	8/14/06	5/24/07	Mentoring Opportunities	\$800.00
Plan and implement options associated with the Fairchild Challenge, a competitive, multidisciplinary, environmental educational outreach program; Science Fair; Science & Engineer Club; Junior Engineer(JETS) Technical Society; and SECME.	Administration	8/14/06	5/24/07	District Strategic Plan	\$1000.00
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.	Administration	8/14/06	5/24/07	Inclusion	\$0.00

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)

Biology - AP Edition

Modern Chemistry - (Holt)

Chemistry - The Central Science - (Campbell)

Cambridge: IGSCE Biology Textbook

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 adopted science text-books through training from Holt, Glencoe and Prentice Hall educational trainers.
- Effective utilization of Student Performance Indicator (SPI).
- Effective utilization of Texas Instruments Science Probes through training from a Texas Instrument educational trainer.

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
- National Aerospace Workshop implementing the science of engineering and aeronautics.
- 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

The evaluation component will include a comprehensive Science Post-Test administered to the student body at Reagan/Doral which is composed of ninth and tenth graders as the final data of evaluation, but will also incorporate screening and progress monitoring.

-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

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

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

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

Needs Assessment

Due to the recent opening of Reagan/Doral, establishment of the PTSA and EESAC is under development.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a PTSA and EESAC.	Administration	9/25/2006	5/24/07	Community Partnerships	\$0.00
Bison Parent Suggestion Box will be placed in the Parent Resource Center for on-going feedback.	Administration	9/18/2006	5/24/07	Community Partnerships	\$0.00
Develop By-laws and Roster for EESAC.	Administration	10/1/2006	5/24/07	Community Partnerships	\$250.00

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 in Back-To-School-Night
- Review of suggestions from the "Bison Parent Suggestion Box"

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 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 Connect Telephone System. Holding conferences 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 accommodate students having difficulty with transportation.

Since no previous data is available, in January we will monitor and compare number to tardies/detentions issued.

Measurable Objective

Goal 6 on Discipline & Safety will be established in January 2007 since no baseline data is available.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review Quaterly Attendance reports and monitor tardies on an on-going basis.	Administration	9/18/2006	5/24/07	Academic Teams	\$0.00
School Resource Officer will visit all students through home room classes to conduct workshops on safety.	Administration	9/18/2006	5/24/07	Mentoring Opportunities	\$0.00
Contact and conference with parents of students with poor attendance and/or chronic tardy history.	Administration	9/18/2006	5/24/07	District Strategic Plan	\$0.00
Initiate a Youth Crime Watch Program where students will be involved in crime prevention in school.	Administration	9/18/2006	5/24/07	Mentoring Opportunities	\$0.00
Implement and monitor daily attendance using Connect-services.	Administration	9/18/2006	5/24/07	Community Partnerships	\$0.00
Implementation of a school wide incentive program (BISON BUCKS) which rewards punctuality and good citizenship.	Administration	9/18/2006	5/24/07	Mentoring Opportunities	\$1500.00

Research-Based Programs

N/A

Professional Development

In-house training and reviewing of Critical Incident Response Team Profile and Action Plan

Evaluation

Review of the Quaterly Attendance Reports and the Progress Reports

Review of the School Climate Survey

Evaluation of the data based referral report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 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, Educsoft, 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.

Measurable Objective

One hundred percent of all teachers will communicate using email.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
All teachers will be encouraged to participate in a Technology Tools and Tips for Secondary Teachers course.	Administration	9/18/2006	5/24/07	Career Development Programs	\$3000.00
Conduct a needs assessment survey for teachers and administrators on technology usage.	Administration	9/18/2006	5/24/07	Continuous Improvement Model	\$0.00
Teachers will be able to create and post a web page in order to communicate with students and/or parents.	Adminsitration	9/18/2006	5/24/07	Continuous Improvement Model	\$0.00
Instructional personnel will be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners.	Administration	9/18/2006	5/24/07	Continuous Improvement Model	\$0.00
Training and support will be available for teachers in how to use email to communicate with Administrators and with each other.	Administration	9/18/2006	5/24/07	Mentoring Opportunities	\$0.00

Research-Based Programs

Cognitive Tutor Integrated Math

Reading Plus

e-Learning (Thompson)

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 Standardized Test for the Assessment of Reading (STAR) Reading programs as scheduled through the Districts Professional Development Catalog

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.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 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

This being our first year in operation, our needs assesment will be evaluated from our FITNESSGRAM pre-test. All our instructors will be working diligently on all aspects of the FITNESSGRAM Program with emphasis on endurance.

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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Dedicate appropriate instructional time to fitness related activities on a daily basis.	Administration	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00
Develop a Department/School wide program to recognize students who achieve high performing scores on physical fitness activities.	Administration	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00
Develop and monitor the physical education program to ensure that the instructors select and implement activities related to assesment component items.	Administration	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00
Administer a FITNESSGRAM pre-test and post-test to determine baseline and improvement gains.	Administration	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00
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.	Administration	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM Test established for 2006-07 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 2006-07 FITNESSGRAM program results for all tested students and send final results to District administration.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Align academy electives within the academy strands in order to provide students the opportunity to become program completers in the identified academies.

Needs Assessment

Based on district requirements, academy strands are in the process of being reviewed and expanded. Final adjustments for the third year of course requirements must be made, and the master schedule for the 2007-2008 school year developed. Required courses to earn a certificate of completion must be identified and fine-tuned. One hundred and ninety one students are currently participating in the Cambridge Academy. The curriculum for Cambridge is rigorous, examinations are required. Be it as it may, retention is a concern. Counseling and continuous monitoring by the Cambridge Lead Teacher will be provided.

Measurable Objective

Eighty percent of all Cambridge students will remain enrolled in the Cambridge Academy.

Action Steps

Research-Based Programs

-Senior High School Secondary School Reform Literature

-Tools for Success, MDCPS

-National Literacy Project

Professional Development

Academy Lead Teacher Workshops (National Literacy Project)

Advanced Placement Workshops available through the College Board

Cambridge University (IGCSE and AICE Curriculum)training

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 card will reviewed to monitor the amount of students continuing in the Cambridge Academy.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 10 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.

Action Steps

Research-Based Programs

Florida Department of Education ROI index

Professional Development

N/A

Evaluation

No previous scores available

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

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

Needs Assessment

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 period per day.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish small learning communities through the academy model.	Administration	9/18/2006	5/24/07	Small Learning Communities	\$0.00
Implement Tools for Success curriculum to all ninth grade students.	Administration	9/18/2006	5/24/07	Small Learning Communities	\$0.00
Counselors will review credit histories with every ninth and tenth grade student.	Administration	9/18/2006	5/24/07	Small Learning Communities	\$0.00
Academy Lead Teachers will conduct meetings with teachers to align curriculum and discuss student progress.	Administration	9/18/2006	5/24/07	Small Learning Communities	\$0.00

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	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>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.</i>

Budget:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Training:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Instructional Materials:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Technology:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Staffing:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Student Support Services:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Other Matters of Resource Allocation:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Benchmarking:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

School Safety & Discipline:

Due to the recent opening of Reagan/Doral, establishment of the EESAC is under development.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$12,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$4,800.00
Goal 5: Parental Involvement	\$250.00
Goal 6: Discipline & Safety	\$1,500.00
Goal 7: Technology	\$3,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<hr/>	
Total:	\$27,050.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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