

Miami-Dade County Public Schools

Ronald W. Reagan/Doral Senior High School



2022-23 Schoolwide Improvement Plan

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Ronald W. Reagan/Doral Senior High School

8600 NW 107TH AVE, Doral, FL 33178

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

Demographics

Principal: Ramon Garrigo J

Start Date for this Principal: 8/17/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (62%) 2018-19: I (%) 2017-18: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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8600 NW 107TH AVE, Doral, FL 33178

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Other School 8-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		I	I

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Garrigo, Ramon	Principal	Educational leader, who supervises and facilitates the daily activities and operations within the school by setting performance objectives for students and teachers, and by implementing and monitoring school policies and safety protocols while managing the policies, regulations, and procedures.
Garrastazu, Mary	Assistant Principal	Responsible for oversight, design and implementation of an appropriate, comprehensive, high quality and cost- effective curriculum. To provide professional leadership for the school and facilitate high quality teaching, effective use of resources and improve the standards of learning and achievement for all students. Oversees the Cambridge and P2C Academies, Language Arts and Mathematics Departments and Student Services Department.
Buchanan, Calvin	Assistant Principal	Oversees school operations as they relate to building maintenance, safety protocols and capital improvements to ensure that they meet the needs of the organization, its staff and students. Monitors property control and internal funds. Supervises the AP/CTE Academies, Physical Ed., Science and Social Science departments.
Raposo-Rodriguez, Barbara	Other	Oversees district and state assessment operations. Ensures that faculty and staff are aware of testing program policies/procedures. Works with administration to meet the assessment needs of all students.
Isla, Janette	School Counselor	Responsible for overseeing Student Services Department, maintaining graduation tracker, coordinating programs for high-risk students to promote retention, and helping students create a plan to achieve their academic and career goals. The counselor also provides opportunities for academic acceleration by coordinating with local colleges and universities to provide dual enrollment courses for high school students.
Mobley, Dylan	Other	Responsible for scheduling athletic events, hiring coaches, promoting programs and sporting events, ordering equipment, constructing budgets, and facilitating operations.
Rojas, Francisco	Other	Maintains school safety protocols and ensures the progressive discipline plan is implemented consistently. Provides consequences for infractions and communicates with parents.

Demographic Information

Principal start date

Wednesday 8/17/2022, Ramon Garrigo J

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,592

Identify the number of instructional staff who left the school during the 2021-22 school year.

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	333	346	343	579	1601
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	68	73	150	367
One or more suspensions	0	0	0	0	0	0	0	0	0	56	6	10	10	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	21	22	71	143
Course failure in Math	0	0	0	0	0	0	0	0	0	39	17	19	38	113
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	134	116	98	0	348
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	139	93	0	335
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	128	125	106	199	558

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	126	116	102	34	378

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	3	7	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	234	262	518	560	1574
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	40	105	101	275
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	42	93	55	207
Course failure in Math	0	0	0	0	0	0	0	0	0	28	27	123	72	250
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	59	121	148	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	42	48	80	144	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	118	61	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	57	60	158	152	427

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	2	9	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	234	262	518	560	1574
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	40	105	101	275
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	42	93	55	207
Course failure in Math	0	0	0	0	0	0	0	0	0	28	27	123	72	250
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	59	121	148	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	42	48	80	144	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	118	61	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	57	60	158	152	427

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	2	9	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%								57%
ELA Learning Gains	65%								57%
ELA Lowest 25th Percentile	62%								51%
Math Achievement	38%								60%
Math Learning Gains	48%								59%
Math Lowest 25th Percentile	50%								50%
Science Achievement	58%								55%
Social Studies Achievement	68%								74%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	68%	-1%	67%	0%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	71%	1%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	63%	-23%	61%	-21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	54%	-3%	57%	-6%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	46		12	26	29	27	57		100	50
ELL	30	61	62	35	44	46	51	52		93	71
ASN										100	100
HSP	53	65	62	37	48	49	56	68		97	77
WHT	64	67		63	69		77	72		90	67
FRL	49	65	59	33	49	50	49	62		98	74

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	14	14	3	18	26	17	33		100	47
ELL	29	48	45	16	18	29	39	43		95	81
ASN	73	50								92	82
HSP	47	47	40	22	18	25	47	51		96	81
WHT	46	43		25				81		93	66
FRL	47	45	41	21	22	27	39	51		95	77

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	39	35	30	37	35	54	56		76	21
ELL	36	53	54	43	39	47	58	63		91	71
ASN	81	67						91			
BLK	57	80		45						80	
HSP	57	55	52	48	37	47	73	76		93	72
WHT	70	69	77	80	43		78	82		95	70
FRL	54	54	56	44	37	44	67	74		91	62

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	677
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2022 FSA data retrieved from the Florida Department of Education (FDOE) and Power Bi, the following trends emerged across the following content areas:

There was a 2 percentage point increase in learning gains in ELA from 2021 (50%) to 2022 (52%)

There was a 6 percentage point increase in learning gains in Mathematics from 2021 (32%) to 2022 (38%)

There was a 13 percentage point increase in learning gains in Science from 2021 (44%) to 2022 (57%)

There was a 12 percentage point increase in learning gains in Social Studies from 2021 (49%) to 2022 (61%)

The data also indicated the following proficiency trends:

52% of students who took the FSA ELA achieved proficiency.

38% of students who took the ALG. 1 EOC and GEOMETRY EOC achieved proficiency.

Although we are still awaiting the 2022 subgroup data due to late reporting, we are expecting gain compared to the 2021 subgroup data for Ronald W. Reagan/Doral Senior High School's ELL population which showed that 29% of ELL students met proficiency in ELA, 16% met proficiency in Math, 39% met proficiency in Science, and 43% met proficiency in Social Studies. The 2021 subgroup data for Ronald W. Reagan/Doral Senior High School's SWD population showed that 5% of SWD students met proficiency in ELA, 3% of SWD students met proficiency in Math, 17% of SWD students met proficiency in Science and 33% of SWD students met proficiency in Social Studies.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the 2022 FSA data retrieved from the Florida Department of Education (FDOE) and Power Bi, the area that demonstrated the greatest need for improvement was Mathematics with an overall proficiency rate of 43% versus the district's overall proficiency rate of 66% yielding a 23 percentage point deficiency. Although the percentage of students making a learning gain in Mathematics increased from 32% to 38%, our proficiency rate is still well below the district average.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

According to the 2021-2022 School Climate Survey, 71% of teachers strongly agreed or agreed that the average class size was too high. In addition, the data from Power Bi reflects that we lost 14 instructional staff personnel which further contributed to the large class size. Monitoring class size and recruiting highly effective teachers as needed are both integral components for ensuring a safe and effective learning environment. The leadership team must gather on a weekly basis to assess and reflect about possible solutions to class size and teacher recruitment.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to data acquired through Power Bi:

The percent of students making learning gains in Science and Social Studies increased by 13 percentage points and 12 percentage points respectively when comparing the 2021 to 2022 EOC assessments. In addition, our students out-performed the district on the Biology EOC by 9 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Ronald W. Reagan/Doral Sr. High School made a commitment to work with all available resources including district personnel, to help guide our school improvement goals during the 2021-2022 school year. We believe that connecting with all stakeholders and collaborating on strategic planning was instrumental to this success. In addition, our staff was also committed to providing instruction through dual modality when necessary to ensure the continuity of instruction for those students unable to attend school due to illness. Finally, after school tutoring and boot camps were very helpful to students in the lowest 25%.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will implement increased academic vocabulary Instruction, the Gradual Release of Responsibility Model, data chats, project-based learning, STEAM lessons, data-

driven Instruction, differentiated instruction, effective curriculum and resource utilization, Standards-Aligned Instruction, ongoing progress monitoring and utilization of SAMR model to increase critical thinking.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

On August 16, 2022 as we embark on our opening of schools for the 2022-2023 school year, we will collaborate to prepare a Professional Development Plan that encompasses an overall theme of inspiring and connecting. The goal is to provide ongoing professional development opportunities throughout the year that focus on the B.E.S.T. standards while incorporating our STEAM initiatives. We will include team building and sharing of best practices that will inspire a higher level of teacher awareness and effectiveness consequently resulting in increased academic achievement. On November 8, 2022 we will have a Performance Matters / Power Bi training for teachers to use for data driven instruction. Monthly meetings will take place for STEAM lesson development focused on designing innovative end products.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability of improvement administrators will take part in reflective practices through participation in departmental meetings and by providing constructive feedback during quarterly data chats. Extended learning opportunities will continue to be provided for students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the areas of ELA, Mathematics, and Social Studies, our students performed below the district average.
 In ELA, our proficiency was 52% vs. the district's 57% (shortfall of 5 percentage points). In mathematics, our proficiency was 38% vs. the district's 55% (shortfall of 17 percentage points). In social studies, our proficiency was 61% vs. the district's 73% (shortfall of 12 percentage points).

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

Our expected outcome for the 2022-2023 school year is to surpass the district's average by 1 percentage point in ELA, mathematics, and social studies.

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

Monitoring will consist of administrative walkthroughs, data chats with teachers, data chats with students, and progress monitoring.

Person responsible for monitoring outcome:

Mary Garrastazu (garrastazu@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the targeted element of standards-aligned instruction, we will focus on the evidence-based strategy of implementing district approved instructional resources such as "No Red Ink", Vocabulary.com, Algebra Nation, Khan Academy, Progress Learning (USA Test Prep), Common Lit., etc.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that students who do not master certain academic skills benefit from additional standards-aligned instruction tailored to meet students' individual needs.

Action Steps to Implement

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

(8/22/22-10/14/22) Provide teachers with opportunities to be trained in new instructional materials via district professional development trainings. As a result, teachers will be able to provide effective instruction using the resources created specifically to meet the standards assessed by state examinations.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Provide teachers with opportunities to share best practices at department meetings. As a result, teachers will create standard-driven lesson plans focused on the learning needs of students as demonstrated by their performance on state assessments.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Monitor usage of supplemental programs to ensure implementation fidelity. As a result teachers will monitor the usage of supplemental programs to ensure students are maximizing their use of the resources to gain proficiency on standard assessments.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Ensure teachers are using instructional materials and implementing lessons to support rigorous STEAM curriculum. As a result, teachers will create cross-curricular lessons based on STEAM standards so that students can make connections between course content and real world applications.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

(10/31/22-12/16/22) Solicit support from District personnel specifically for Teachers of students that are ESOL (English Speakers of Other Languages).

Person Responsible [no one identified]

(10/31/22-12/16/22) Solicit support from District personnel specifically for Teachers of students that are ESOL (English Speakers of Other Languages) and teachers of students in ESE (Exceptional Student Education).

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

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

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

When reviewing FSA data retrieved from the Florida Department of Education (FDOE) and Power Bi, it is evident that more focus needs to be placed on students making learning gains in mathematics. Only 43% of students made learning gains in mathematics when compared to the district's average of 66% (a shortfall of 23 percentage points). Our Algebra EOC achievement rate was 38%, while the district's was 55% (a shortfall of 17 percentage points).

Measurable**Outcome:**

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

Our expected outcome for the 2022-2023 school year is for 65 % of our students to make a learning gain in mathematics.

Monitoring:

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

Monitoring will consist of administrative walkthroughs, data chats with teachers, data chats with students, and progress monitoring.

Person responsible for monitoring outcome:

Mary Garrastazu (garrastazu@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The Gradual Release of Responsibility Model will be used to guide students in using different skills, strategies, and procedures independently.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There is overwhelming evidence in the research that Gradual Release of Responsibility Model has proven to be effective in promoting student competence in completing tasks and is a key way of scaffolding that also increases confidence. Students will assume more responsibility with less support from the teacher.

Action Steps to Implement

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

(8/22/22-10/14/22) Coordinate district curriculum support to provide modeling on G.R.R.M. to teachers, augmenting/aligning teacher instructional capacity. This strategy will help students within our new model of Algebra 1 A and 1B across the 9th grade. As a result, teachers will be able to implement the G.R.R.M. with their students and increase their mastery of the content and make them independent learners.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Ensure that new teachers to the profession are provided with support by assigning a mentor or buddy that will follow-up throughout the year as needed. As a result, new teachers will be able to observe experienced teachers delivering content in the classroom and improve their own lesson delivery.

Person Responsible Ramon Garrigo (rgarrigo@dadeschools.net)

(8/22/22-10/14/22) Provide teachers with opportunities to share best practices at department meetings. As a result, teachers will be able to collaborate and model effective practices and assess the usefulness of those practices.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Monitor teachers' instructional pacing to ensure topic assessment data reflects instruction within the recommended administration window. Consequently, teachers will assure that they have taught all the required standards prior to students taking the state assessments.

Person Responsible Francisco Rojas (frojas@dadeschools.net)

(10/31/22-12/16/22) Solicit support from District personnel specifically for Teachers of students in Algebra I and Geometry, to model lessons and demonstrate how to best navigate the pacing guides to provide optimal instruction for our students.

Person Responsible Mary Garrastazu (garrastazu@dadeschools.net)

#3. Positive Culture and Environment specifically relating to 08 Celebrating Success

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our 2021-2022 School Climate Survey, 49% of teachers felt staff morale was low. This was a 23 percentage point increase from the previous year where only 26% of teachers felt staff morale was low.

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

Our 2022-2023 School Climate Survey will reflect that more than 70% of our staff will agree that staff morale is high.

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

This will be monitored through periodic staff surveys that will be conducted throughout the school year.

Person responsible for monitoring outcome:

Ramon Garrigo (rgarrigo@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Provide recognition and incentives to students and staff as it relates to academic achievement and attendance.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research indicates that celebrating achievement can boost confidence and increase motivation. Showing appreciation can also boost your organization's reputation, improve retention, and help to attract top talent.

Action Steps to Implement

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

(8/22/22-10/14/22) Implement the "Bison Best" award program where teachers highlight a "best practice"/leadership quality observed in a colleague. As a result, teacher morale and buy-in will increase, which will in-turn, improve student achievement.

Person Responsible

Ramon Garrigo (rgarrigo@dadeschools.net)

(8/22/22-10/14/22) Highlight students who "Do the Right Thing" via counselor recommendations. As a result, the data at the end of the year will show an increase in school pride and student behavior.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Rewarding student attendance quarterly on an individual basis by providing students with a "social hour" for receiving 100% attendance for that respective quarter. As a result, overall student attendance will improve and the number of daily student absences will decrease each quarter.

Person Responsible

Calvin Buchanan (cbuchanan@dadeschools.net)

(8/22/22-10/14/22) Rewarding teacher attendance quarterly by providing them with an opportunity to participate in an "incentive drawing" for having 100% attendance for that respective quarter. As a result, teacher attendance will improve and the need for substitute teachers will decrease each quarter.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(10/31/22-12/16/22) Since we were unable to hold the "social hour" before 10/14/22 as state in our previous action step, we will be hosting a popcorn/movie day with the students during the second nine weeks to reward them for the first nine weeks attendance.

Person Responsible

[no one identified]

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 57% of teachers felt that teacher evaluations were fair and reasonable. This was a 15 percentage point decrease from the previous year where 72% of teachers felt that teachers evaluations were fair and reasonable.

Measurable Outcome:

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

Results of the 2022-2023 School Climate Survey, will reveal that more than 70% of teachers feel that their teacher evaluations are fair and reasonable.

Monitoring:

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

Curriculum Counsel meetings will allow teacher leaders and administrators to reflect on progress toward our Transformational Leadership focus goal.

Person responsible for monitoring outcome:

Ramon Garrigo (rgarrigo@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy of teacher reflective feedback (via protocols) will be implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that offering nonevaluative feedback to teachers will assist them in setting professional development goals. Professional learning contributes to increased student achievement.

Action Steps to Implement

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

(8/22/22-10/14/22) Administrators will look for the implementation of "best practices" during walkthroughs. As a result, administrator presence in the classroom will increase in frequency, and administrators will celebrate best practices and provide effective feedback.

Person Responsible

Ramon Garrigo (rgarrigo@dadeschools.net)

(8/22/22-10/14/22) Administrators will provide teachers with informal feedback that is timely and meaningful to support teacher development. As a result, teachers will use the informal feedback to address and modify their practice.

Person Responsible

Calvin Buchanan (cbuchanan@dadeschools.net)

(8/22/22-10/14/22) Incorporate IPEGS Standards rubric reviews at faculty meetings. As a result, teachers will have a better understanding of how to improve their IPEGS ratings in any given category.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

(8/22/22-10/14/22) Provide teachers with coverage to allow them to participate in interdisciplinary modeling via colleague observations. As a result, teachers will connect and inspire each other to work toward a common goal of increased student achievement.

Person Responsible

Calvin Buchanan (cbuchanan@dadeschools.net)

(10/31/22-12/16/22) As a result of our classroom visits, we will solicit assistance from district personnel in the core content areas to provide modeling and resources to our teachers in most need of support.

Person Responsible

Mary Garrastazu (garrastazu@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported through mentorship programs and our Peer Power Program. Staff members are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our bi-weekly newsletter and our Teams page for staff. Channels are also set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and, faculty/staff.