U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [X] Charter [ ] Magnet[X] Choice

Name of Principal Mrs. Yvette Tamargo
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Doral Academy of Technology Charter Middle School
(As it should appear in the official records)

School Mailing Address 2601 NW 112th Avenue
(If address is P.O. Box, also include street address.)

City Doral State FL Zip Code+4 (9 digits total) 33172-1804

County Miami-Dade

Telephone (305) 591-0020 Fax

Web site/URL https://www.doralacademyprep.org E-mail ytamargo@doralacademyprep.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(Principal's Signature)

Name of Superintendent* Dr. Jose Dotres E-mail superintendent'soffice@dadeschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Miami-Dade Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Angela Ramos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):

291 Elementary schools (includes K-8)
79 Middle/Junior high schools
83 High schools
21 K-12 schools

474 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

[ ] Urban (city or town)
[X] Suburban
[ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	91
7	102
8	94
9	0
10	0
11	0
12 or higher	0
Total Students	287

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):

0 % American Indian or Alaska Native
15 % Asian
0 % Black or African American
80.5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3.8 % White
0.7 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2021 until the end of the 2021-2022 school year	25
(2) Number of students who transferred ***from*** the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	300
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 56

8. Students receiving special education services with an IEP: 2 %
Total number of students served 5|

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

2 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	2 Other Health Impaired
0 Developmental Delay	0 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 10

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	99%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2017

16. In a couple of sentences, provide the school's mission or vision statement.

Doral Academy of Technology's mission is to prepare students with the academic skills in any rigorous educational setting while instilling a belief in their own self-efficacy.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.doralacademyprep.org/pdf/Anti-Discrimination%20Poster%20WEB%20_DORAL%20ACADEMY_%20INC__.pdf

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Doral Academy of Technology is a Miami Dade Public Charter School in which students are required to participate in an open lottery process. The application process opens on November 1st and then the school holds a public lottery during the second Tuesday of February during the Educational Excellence School Advisory Committee (EESAC) meeting, which is witnessed and certified by a public accountant. Students who are then selected in the lottery are invited to an Academic Orientation with their parents in March and then again for a new student orientation in early August.

PART III – SCHOOL OVERVIEW

Doral Academy of Technology Charter (DAT) middle school opened its doors in 2011 in the heart of the City of Doral, a vibrant community that actively builds strong relationships with its neighborhood schools and provides opportunities for student engagement. The school serves 6th-8th grade students with a passion for math, science, and technology, many of whom identify English as their second language. Their families are highly involved in their children's education and support the school's mission and vision, which the school facilitates by encouraging parents to volunteer on campus yearly. Since its inception, DAT's innovative STEM curriculum has evolved in response to the needs of its highly motivated and inquisitive applicants by providing students with a variety of courses that integrate collaboration skills, research skills, and problem solving in different technological disciplines. These courses are supported by a rigorous and robust traditional academic curriculum in which each core subject addresses learning standards and measures student learning through data-driven formative and summative assessments.

In order to ensure that all students are high school-ready and moving smoothly toward career and college readiness by the time they are promoted to the ninth grade, DAT has aligned its curriculum to the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T) standards. DAT's curriculum requires students not only to meet the state's middle school promotion requirements, but also to exceed them as well. The mandatory course of study for all middle school students includes three years of core courses, such as language arts, mathematics, sciences, and social studies, and requires that every student enroll in one or more computer science, STEM, or technology courses every year. Additional course offerings include foreign languages, performing arts, and practical arts. Doral Academy of Technology staff and faculty collaborate closely to develop a sense of trust, and together foster the academic and social development essential for student success. Students are celebrated for positive character traits that include respect for others, kindness, citizenship, and leadership, to name a few.

Parent support and family involvement is evident in the culture of the school. Family engagement events, such as DAT's annual family BBQ on Saturday of the opening week of school, serve to welcome parents to the Doral family by meeting the staff and touring the campus. DAT's families are invited to Open House in September where they once again meet the teachers and faculty. Many of our students are also active in the school's performing arts classes and after-school clubs. Families are also encouraged to participate in the school's Urban Art show, Multicultural Day, and student performances or showcases after school. Other key DAT outreach strategies that foster student success include quarterly student data chats with teachers, after-school tutoring, Saturday tutoring, peer tutoring with high school students, and pull-out interventions.

As more families apply to Doral Academy of Technology due to growing student interest in STEM, the school has been able to expand the technology program within the last five years. Though the school originally offered only introductory courses in Robotics and Video Game Design, the need to expand and modify the program was essential to meet the demand for innovation. The initiative to explore other innovative programs started with the goal of engaging more female students in STEM and blossomed into a vision of providing students the experiences and knowledge to sustain their passion for math, science, and technology as they move into our high school programs. Today, DAT offers an Intro to STEM course and Coding Fundamentals in 6th grade, Robotics 1,2 VEX IQ Technology, Robotics 3 Arduino, Computer Assisted Design 1, Video Game 1, 2, and 3, and an innovation club is available in 7th and 8th grade. Course topics covered include network security, cryptography, machine learning, and Metaverse technologies. To ensure the quality of our expanded curriculum, ongoing professional development and certification have been vital to creating an exciting and effective curriculum. Our partnership with our feeder high school has provided alumni opportunities to give back to the school community by sharing their experiences with companies like Google, Discovery, and Apple. Having alumni present and share their experiences with students highlights the success of DAT's programs.

Since 2017, when Doral Academy of Technology was first recognized as a National Blue Ribbon school, we have improved its programs as we remain, in the spirit of this honor, dedicated to meeting and exceeding our students' and families' expectations. Likewise, DAT has high expectations for its students, teachers, faculty, and administrative team. Our philosophy has never veered away from setting high goals and continuing to

be a high performing school while providing students with an exceptional academic program that fosters a love for learning. The administration believes in offering top notch facilities and programs that provide students with the tools necessary to become leaders and innovators in their educational journey.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Reading and Language Arts (ELA) curriculum includes course offerings in Language Arts 6-8, Advanced Language Arts 6-8, Pre-AP Language Arts 6-8, and Gifted Language Arts. It provides students with the necessary skills to ensure that they understand the importance of being judicious, thoughtful writers who reflexively engage in critical thinking. At DAT, we know that better readers make better writers, thus close-reading skills are infused into the ELA Curriculum as early as sixth grade. Students in sixth grade are enrolled in both language arts classes and reading classes. Moreover, DAT has incorporated early SAT strategies in all language arts classes through an ELA department-created Writing and Reading Action Plan (WRAP) that exposes students to college vocabulary and high-level reading and writing strategies at an early age. DAT's ELA curriculum is structured to cultivate lifelong readers and learners, so students are taught to develop the skills necessary to read, write, and communicate effectively across academic disciplines and throughout their secondary education. The curriculum allows the freedom to read a variety of state approved texts, including fiction, nonfiction, and poetry. Each day students are given opportunities to continue to incorporate appropriate voice and tone in their writing. Learning standards are aligned with the curriculum, and instruction is rooted in a positive teacher/ student centered environment. Writing strategies are modeled from the moment instruction begins. DAT's reading and language art teachers are committed professionals who engage in the ELA curriculum design on a yearly basis, meet quarterly to collaboratively assess student progress and professional practice, and develop pacing guides yearly that are aligned with state mandated standards.

Students in grades 6th-8th are assessed three times a year using the computer-based Florida Assessment of Student Thinking (FAST) progress monitoring. These assessments allow students to succeed in their Florida State Assessment at the end of the year. Tracking schoolwide summative data such as the Florida State Assessments (FSA) ELA and writing scores, student individualized data, such as a diagnostic exam, post progress monitoring results, and student classroom data, is crucial to making curriculum decisions that propel student success. To ensure that students are meeting performance and grade-level expectations, teachers review real-time data using progress monitoring assessments and weekly formative assessments. Teachers regularly hold data chats with students and parents, allowing students to take ownership of their education and learning. DAT's reading and language arts courses utilize a wide variety of educational programs ,such as i-Ready, Study Sync, HMH Into Literature, Scholastic Action Magazine, No Red Ink, and Listenwise. Incorporating a variety of programs allows our students to learn not only core content, but also takes them on a deep dive into many areas that create a well-rounded, college ready reader. For example, reading current events motivates and encourages students to read real world news and engage in lively topical debates. Online grammar practice is fun for the students and builds vocabulary and college level writing skills. In addition, these programs provide teachers with multiple tools to differentiate instruction and to ensure our students are provided with intervention or enrichment, as needed. Teachers infuse these strategies in all aspects of the curriculum, whether it is in developing robotic engineering plans or creating innovative projects in their STEM elective.

1b. Mathematics curriculum content, instruction, and assessment:

The math curriculum provides a strong foundation of concepts, techniques, and mathematical applications. DAT uses the Carnegie Learning Middle School Math Solution. The Carnegie Learning MATHbook + MATHia work in conjunction to engage middle school students with various learning experiences they need to truly understand mathematics. The Carnegie Learning Curriculum MATHia is utilized as a weekly formative assessment that is completed at home; and, students are given a weekly project assignment which ensures that students are mastering real-world math problems. Classroom instruction includes opportunities for students to make real-life math connections, to collaborate, and to leverage personal experiences that makes learning real to them. DAT offers required middle school accelerated mathematics courses in each grade level—Algebra I is offered to students as early as 6th grade. High school credit courses include

Algebra I, Geometry, and Algebra II. While DAT offers a strong academic mathematics curriculum, it also provides additional support for the students. Students also take an enrichment math research course where they receive hands-on math manipulative lessons and collaborate in a student-centered environment.

To ensure students make progress toward meeting and exceeding state standards of mastery, a wide array of formative assessments is administered during the school year. Students receive bi-weekly tests or quizzes and an end-of-quarter assessment to evaluate their command of new topics. Another form of formative assessment is the daily use of lesson bellringers that provide the teacher with lesson mastery checks and provide students with feedback on the spot. Mathematics courses offered in middle school grades include assessment three times a year using the computer-based Florida Assessment of Student Thinking (FAST) progress monitoring. These assessments prepare students for success on the Florida State Assessment administered at the end of the year. High school math credit courses are assessed online via the Performance Matters mid-year administration, and students are also administered a state mandated end-of-course exam in May. Educators review, analyze and modify instruction based on student results of formative assessments. Additionally, teachers conduct quarterly data chats with each student, and a record of the data is kept in the student's academic folder for future reference. Parents receive biweekly student grade summary reports and have access to their child's academic report via mobile app and online parent portal. Throughout the year, ongoing data driven instruction is critical for ensuring that students are making adequate progress. Students can also participate in a Math Academy program, which engages students by giving them the tools needed to become proficient problem-solvers while instilling self-confidence and developing a deep understanding of core mathematics concepts. Many students in these courses are also involved in the Chi Alpha Mu society and have an impressive record of success in local, state, and national competitions. Mathematics is not only critical in the many courses offered throughout the STEM electives and science courses, but also in the possible futures of our students as they begin to make career connections in myriad ways related to physics, medicine, engineering, and many other career fields.

1c. Science curriculum content, instruction, and assessment:

The science curriculum offers students courses at the regular, advanced, and Pre-AP levels, as well as high school credit courses like Physical Science and Biology. These courses offer students the opportunities to explore new questions using scientific knowledge and critical thinking in their own life decision-making. Students are also given the opportunity to solve real-world problems by engaging in labs and longitudinal research-based projects that nurture their skills in gathering, discussing, and analyzing data. Labs are conducted two times per quarter. DAT allows students to conduct dissections that are related to real life application of research-based practices, focusing on the overall theme of life science. The curriculum is designed in a vertical approach where teachers ensure that students have met the necessary skills that are needed for the next sequential course, which allows a seamless progression from one grade to the next. Beginning in 6th grade, students incorporate metric conversions utilizing the scientific method. The following year, students take Physical Science in 7th grade where they continue to learn scientific notation and to apply formulas in scientific terms, and learn dimensional analysis and significant figures. Eighth graders must either take the 8th grade Science Statewide Assessment or the Biology end-of-course state exam as their summative assessment.

All science courses begin with a diagnostic baseline exam that measures a student's prior knowledge; and, teachers continue monitoring student mastery based on formative assessments such as weekly mini benchmark assessments, online unit assessments through USA TestPrep, and cumulative unit assessments. Eighth graders enrolled in Comprehensive Science 3 are assessed three times a year using the computer-based Florida Assessment of Student Thinking (FAST) progress monitoring tool. These assessments provide immediate feedback and results so that instruction is aligned to meet those benchmarks tested on the Florida State Assessment at the end of the year. Students enrolled in Biology are administered a baseline and progress monitoring formative assessments three times a year using the computerized online Performance Matters assessment tool. A cohort of 8th grade students participates in an ongoing research study during which they shadow high school students as they learn to conduct and refine a longitudinal study on the life of mice. This not only teaches students to monitor the effectiveness of their lab reports, which include short and extended responses, but also supports our schoolwide writing goals while reinforcing the science curriculum. For example, journaling during lab activities helps students develop an essential skill in

scientific research. Students also learn to develop collaboration skills needed when they work with others to solve problems during labs and experiments.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

The social studies curriculum is aligned with the B.E.S.T standards and extends its students a comprehensive offering of required and elective courses. Required courses include United States History, Civics, World History available in regular, advanced, and Pre-AP. Elective courses include Law Studies with Mock Trials and Speech and Debate. At DAT, students engage in real life civic responsibilities while learning about how the American system of justice works from both a civil and criminal perspective. Students in the 7th grade are enrolled in a civics course and are administered a summative end of course exam in May. The Civics curriculum is designed to help students develop an increased understanding of the foundations of our constitutional democracy and the fundamental principles and values upon which they are founded. In addition, students in grades 6th –8th receive instruction on financial literacy during the 4th nine weeks, when, in order to meet Florida's initiative on personal finance literacy, students complete mini activities in their social science courses that target financial literacy standards.

Formative assessments are given throughout the school year to measure student mastery using mini benchmark assessments, unit/topic assessments, cumulative exams, and progress monitoring assessment via the Performance Matters online tool. In May, all 7th grade students are assessed with the end-of-course Civics state exam as a summative exam. DAT's advanced social studies curriculum allows students to develop critical skills in analysis, synthesis, and evaluation in a more rigorous and reflective setting. Students continue to develop reading and writing skills in these courses by analyzing historical documents and providing well written extended and evidence-based responses to informational text. Students also are encouraged to participate in Socratic discussions and become reflective thinkers when participating in classroom activities. Students enrolled in Pre-AP courses learn to develop the necessary skills needed in document-based analysis and how to respond to short and long extended responses. The curriculum allows teachers to develop lessons that emphasize notetaking, study skills, higher-level critical thinking skills, and research and writing skills.

1e. For schools that serve grades 7-12:

DAT also offers a mandatory half-semester College and Career Readiness courses where students develop career planning activities in which students use Florida Career Shines along with supplemental resources that support career and college planning. Students in 7th and 8th grade make career and college connections by identifying strengths and researching career paths that are individualized to their interests. Students learn how to develop future high school goals which then leads them to explore their college and career interests. Study skills and time management are also reinforced in this course. Students can participate in leadership activities outside the classroom by becoming active members in after-school clubs. For example, DAT has a partnership with high school club sponsors such as MODEL UN; and, though middle school students are ineligible to participate in competitions with their high school peers, they are still active members in the club. Students in the Law Studies club also shadowed high school students while they prepared for a district Mock Trial competition. DAT also offers elective courses that develop career interests and allow students the opportunity to test in CTE examinations during high school such as Digital Art Imaging and Creative Photography Photoshop and Illustrator. In addition, 8th grade students can enroll in an online dual enrollment course titled SLS1101 College for Success offered by Doral College during the summer going into 9th grade year. DAT provides students a number of opportunities to engage in college and career planning that supports their academic endeavors in and outside the classroom.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

While Doral of Technology is heavily focused on Science, Technology, Engineering and Mathematics, it also has many electives for students to choose from. Performing arts and fine arts course offerings in grades 6th-8th include the following: Broadcast, Theatre, Dance, Photography, Music Voice, Instrumental Band, Keyboard, Orchestra, and Visual Arts. Students continue to develop their writing and reading skills in these courses, as performing art teachers are committed to integrating writing within their own courses and are enthusiastic supporters of the other disciplines. Students participate in journal writing, critique writing, grammar skills, and teachers include a concentration on voice and tone for the intended audience in the writing assignments. The performing arts curriculum allows for students to increase their involvement in the arts and the community. The teachers promote student participation in local competitions and schoolwide showcases. DAT's elective art teachers support the school's vision by providing students enough opportunities to become lifelong learners via the arts.

2b. Physical education/health/nutrition

The physical education curriculum is a .5 credit semester course, intended to provide students an opportunity to gain understanding of and appreciation for their physical exercise and health. Students in the 6th grade are enrolled in a Physical Education course, which is rotated with another .5 credit semester course titled Coding Fundamentals. Students in grades 7th through 8th are mandated to take a .5 credit semester of physical education and a .5 credit semester of a college readiness course. Students participate in a physical education course every year whether it is dance or team sports. Students are also provided lessons in Health / nutrition and body wellness during their physical education courses. Students are assessed and keep a Fitness gram log during the school year, so that they can track their progress in various activities such as the mile run, push-ups, sit-ups , and other fitness targets. DAT also offers students in 6th –8th grades extracurricular athletics in baseball, golf, wrestling, tennis, basketball, football, and soccer. It is critically important that students understand they are student athletes and that it is a privilege to play a sport at DAT. Academic integrity is a vital component to being a successful well-rounded student.

2c. Foreign language(s), if offered (if not offered, leave blank)

The foreign language curriculum and program are a proven success at DAT. While in middle school, students can take two full years of the same language to fulfill the foreign language post-secondary requirement. DAT offers a variety of level middle school and high school credit courses in Spanish, French, and Italian. Students in the 8th grade can enroll in AP Spanish Language or AP Italian. The foreign language department plays a significant role in developing reading, speaking, listening, and writing skills in several of the native languages of many students. The foreign language department has many school-wide activities that promote an appreciation for different cultures and diversity. Students and families are welcomed to participate in Hispanic Heritage month activities, Multicultural Day, and other events that celebrate cultures. Students can also continue learning by joining a foreign language club after school in any of the three languages of study. Students develop their ability to communicate in practical situations using their intended language of study in an environment that infuses literature and culture in the classroom, as well as the practice of essential writing skills that support the school's writing initiative.

2d. Technology/library/media

Students at DAT must follow a STEM-enriched program in which Project Based learning is at the heart of instruction. Students collaborate on meaningful projects that develop creative and civic engagement in the classroom and in local competitions. Students are assessed on their understanding of academic content and their ability to apply the content learned when solving authentic problems. Beginning in 6th grade, students are enrolled in Robotics I and a half semester course in Coding Fundamentals as their first technology STEM electives. This course introduces students to programming "intelligent" tasks in a specific environment such as designing, building, and testing robots. This course exposes students to a better understanding of mathematics, mechanics, physics, and the use of algorithms. During their 7th grade year, students can continue with Robotics II or pursue DAT's Computer Assisted Design 1 (CAD) course. Robotics II requires students to engage in different programming platforms such as VEX IQ, Ultrasonic,

Touch and Color Sensors, and VEX-IQ like Challenges while the CAD I course allows students to learn basic computer aided drafting practices using Autodesk's AutoCAD program. In 8th grade, students can decide to enroll in Introduction to Computer Science, Robotics 3 Arduino, or Video Game Programming. These are full-year courses, which offer a wide range of focus on computer science by covering topics such as programming, physical computing, Java, HTML/CSS, Artificial Intelligence, Cyber Security, and Big data.

2e. Any other interesting or innovative curriculum programs you would like to share

Recently, Doral Academy of Technology began an Innovation Technology Research club for middle school students. The concept was intended for middle school students to collaborate with high school students and to apply hands-on learning experiences in technology while creating model projects or prototype devices for the school that address real world solutions. Students have created models on security locks that can be used in a school lock down scenario. The club's structure is student-driven problem-solving projects that maintain a rigorous challenge related to compelling in-field technology.

The Innovation Technology Research Club supports college and career readiness by providing students with the knowledge and skills needed to pursue further education in Cybersecurity, Artificial Intelligence and Metaverse software development. Students learn to communicate, to collaborate, and to work together in common problem-solving tasks. More importantly, the club encourages members to "think outside the box" and to develop innovative solutions for real-world problems. Such skills are invaluable in pursuit of any college major or career. Innovate club provides its members with opportunities to network with professionals in the technology industry by participating in corporate world-sponsored challenges and competitions like Capture The Flag, Samsung Solve for Tomorrow, and The Congressional App Challenge.

3. Academic Supports

3a. Students performing below grade level:

Doral Academy of Technology addresses the needs of struggling readers and writers by focusing on the key factors needed for growth in reading comprehension and in building vocabulary. By combining close reading strategies with all the components necessary (reading, writing, grammar, speaking and listening, and language), the Reading and Language Arts department plays a pivotal role in developing strategies used across every academic discipline. Every 6th grader is enrolled in a mandatory reading course as one of their electives. This initiative has allowed students to receive advanced reading strategies, which are then strengthened via application in their other core courses. The i-Ready program is implemented in grades 6th –8th to improve individual reading levels (focusing on vocabulary, fluency, and reading comprehension), which are assessed on a weekly basis. All students are administered a diagnostic I-Ready exam at the beginning of the school year and are then monitored and tracked for proficiency and growth. Reading and language art teachers use an array of additional resources and pedagogies that build writing and reading comprehension skills, including differentiated instruction in the classroom. Students collaborate with peers while they revise writing prompts and work on literacy skills that build on student performance. At the conclusion of each formative assessment progress monitoring administration, reading and math interventionists gather student results and create target groups of students who can benefit from additional support throughout the school day. The school offers after school tutoring and pullout intervention sessions to students identified as potentially dropping a level on Reading and Math state assessments. DAT is committed to providing every student with the resources necessary to meet grade level learning and proficiency standards.

3b. Students performing above grade level:

DAT takes pride in developing new and innovative courses, programs, and extracurricular activities that are filled with enriched academic opportunities. These programs are offered in state-of-the-art classrooms that provide real-life immersion in the tech world. Students must complete a course of study in STEM and computer science electives every year. Not only do students excel in science, technology, engineering, and mathematics, they also excel in academic course,s such as advanced, Pre-AP, and high school credit classes

and extracurricular programs. Students are challenged in and outside the classroom. Holistically, students acquire skills and experiences that help them succeed in any college major or career that they may have the interest in pursuing after high school. Students compete in competitions and are involved in community events along with their club sponsors. These combined experiences contribute to opportunities that they can have in the 21st century workforce. Summer programs in Robotics and Video Game Design are also offered to students that are passionate about continuing their learning in the technology and computer science fields. Students are exposed to essential skills in their college readiness elective course that focus on skills such as time management, goal-oriented skills, study skills, and leadership qualities. Students in 7th and 8th grades participate in the course for half of a semester. They begin to learn early career interest and future course of study plans that are tied into their career interest and college planning. Students who are high performing and excel in academic courses can join the National Junior Honor Society and Builder's Club as a merit of their academic success. DAT's philosophy is to provide a high-quality and seamless education that maximizes student potential in measurable and lifechanging ways.

3c. Students with disabilities:

Students participating in the exceptional student education (ESE) program have documentation that states their IEP goals and accommodations to ensure success and continually challenge the students. The school has an inclusive setting where these students enroll in courses alongside the general student population. Students participating in the gifted and special needs program have formal plans in place to show their goals and/or accommodations needed for support. Some of these students also receive consultative services where a program specialist consults with teachers to ensure that students are excelling in academically challenging courses. Students in the special needs program also take Learning Strategies, where a certified ESE teacher assists them with a variety of educational needs. Teachers utilize rotations where students participate in whole group instruction, followed by a series of three stations: independent activity, cooperative, differentiated learning or peer group work, and small group instruction led by the teacher. Other teachers prefer more traditional methods of instruction that include discussions and open-ended tasks. Individualized student results from progress monitoring and state assessments are reviewed and analyzed so that students are receiving additional intervention support through weekly pullout or after school tutoring. Reading and math interventionist meet with target students and review their progress and measured growth learning.

3d. English Language Learners:

Although DAT does not have any English Language learners or ELL population, it does have a significant percentage of students that are Hispanic or Latino. Many of DAT students have English as a second language. Hence, teaching strategies are also provided for these students in order to have an engaging and supportive educational setting. Verbal and written activities are key in allowing students to learn in their own language if needed. Parent communication is sent home electronically or through school correspondence in three languages for those families that need it.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Initiatives and decisions are centered around the students of Doral Academy of Technology. This student-centered approach, focused on impactful student learning and participation, is known as the "Doral Way." In anticipation of a future depending more than ever on forward-thinking students, the academic environment at DAT is one of rigor where students are challenged to apply and connect their knowledge and skills to real world problems. This creates a culture of elevated expectations for both students and teachers. Teachers provide students with the tools and skills necessary to learn, serving as facilitators for students on their voyage towards knowledge and excellence. The value of education is stressed and directly correlated to academic and future success in college and career.

Academic data is at the forefront of teacher planning. It is used to guide instruction, offer support, and provide individual enrichment. Teachers also use data to provide weekday and weekend tutoring. Data is also used to drive the course selection process from year to year. Students select courses based on their current and past academic data as well as their interests. Each year, DAT hosts an annual curriculum fair where teachers showcase the course(s) taught. Teachers invite students to attend the fair alongside them so they may share what the course is about and discuss their experiences. In this way, students can make informed decisions on their future course selections and academic track. Beyond the classroom, counselors at DAT monitor student academic and social emotional progress and provide strategies as needed to promote student success. Counselors conduct planned small groups outside of the classroom to respond to students needs or interests. In addition, our administration maintains an open-door policy to encourage students to drop in to share thoughts, and to propose and develop meaningful improvements to the school's culture. Students grow and change throughout their middle school years at DAT, becoming more independent, questioning the world around them, and thinking critically and pragmatically to solve problems. Because DAT avidly promotes STEM instruction, students' appetite for knowledge of these topics becomes voracious. To continue engaging students in innovative ways, DAT has expanded the STEM program to include topics beyond robotics and computer science, which include biomedical science, artificial intelligence, and cyber security. Exposure to various STEM related fields of study prepares students for future endeavors in these fields.

2. Engaging Families and Community:

The continued success of Doral Academy of Technology stems from the unwavering support of families and the surrounding community to the school's mission and vision. Parents and community members are encouraged to participate in the enrichment process at Doral through monthly EESAC and PTSI meetings, where they are afforded a forum for communication with administration, faculty, and support staff. At EESAC meetings, the committee monitors school achievement and progress towards current school goals, discusses school culture and climate, and the overall effectiveness of the school. PTSI meetings are used to discuss fundraising opportunities for the school to finance school improvement projects and unique events and gifts for students, faculty, and staff. DAT also hosts Open House, New Student Orientation, Opening of School BBQ, and a Curriculum Fair to provide parents an opportunity to meet the administrative team, faculty, and staff and gain a better understanding of the policies and procedures of the school. During these events, students and teachers showcase their course(s) and their work by bringing course syllabi, student work and project samples, schematics, robots and other completed works for incoming students and parents to observe and gain an understanding of the work done in our classrooms. Additionally, at the curriculum fair, students have a chance to showcase their work to other students in the program to entice them to take part in the course the following academic year. Likewise, many other events take place on campus such as awards ceremonies, athletic events, club sponsored activities, performing arts shows, etc. These are open to students, parents, and community members. Community involvement is important at Doral and many of our student organizations regularly partner up with community agencies for volunteer work. Students also attend different competitive events with different agencies like VEX IQ, Coding Competitions, and Video Game design Competitions. Students are encouraged to attend and participate to gain exposure in the field and to network with other schools and individuals. Our website, www.doralacademyprep.org, and our school

Facebook and Instagram pages are repository of information about the school's happenings. Communication regularly goes out via phone and email messages about school news and deadlines. Parents are encouraged to volunteer at the school, which strengthens the bonds between DAT and the community. There are many ways that parents can be involved such as participating in meetings, assisting at the many events held on campus, and chaperoning.

3. Creating Professional Culture:

The expectation for students to continuously learn and grow also holds true for the faculty of Doral Academy of Technology. The school hosts various in-house professional development (PD) offerings that explore effective teaching strategies, differentiation, classroom safety, and curriculum specific topics - just to name a few. Moreover, through leadership team walkthroughs and administrative observations, other PDs are researched and implemented to meet the needs of the current staff. The faculty also completes an Individual Performance Growth Plan (IPGP) using measurable student-based goals to target areas where they believe they need to grow professionally. In-service instruction is available for the teacher independently through a partnership with Doral College and the Doral Leadership Institute or another organization. New teachers to education and to Doral participate in a Mentorship program. The new faculty member, whether an experienced teacher or not, is paired with a veteran Doral teacher. This becomes their "go to person" to help them get started at DAT. The mentor program liaisons provide professional development in classroom management, using the gradebook, posting information on our school's website, etc. Through this program, there are biannual observations for both the mentor and the mentee, so that they can share best practices and ideas for successful classrooms.

Teachers meet at various points throughout the school year as well. There are ongoing professional learning communities that can be joined, as well as faculty and department meetings. In these venues, faculty and administration can discuss strategies, data, and ideas to enhance the school curriculum and effectiveness of instruction. Furthermore, DAT values its teachers by making every effort to provide them with all the tools they feel they need to boost student success in the classroom. Department chairs and administration meet with teachers regarding observations and data chats. During these meetings, suggestions for improvement and growth are shared and discussed as a team to identify solutions and plan for implementation. Teachers at DAT are encouraged to network with other programs, especially universities, to continuously align the school's curriculum with those institutions' expectations of student applicants. This practice enhances students' chances of acceptance to even the most competitive STEM programs.

4. School Leadership:

The main administrative team meets weekly and consists of the principal, vice principal, and four assistant principals. The secondary leadership team meets biweekly and includes the administrative team, lead teacher, activities director, test chair, student services representative, and athletic director. The tertiary leadership team meets monthly and consists of the administrative team, secondary leadership team, reading coach and the department chairs. An additional group of individuals that support the main administrative team is the curriculum team. This team is comprised of teachers who are inquisitive and are master teachers in their discipline. This team also meets quarterly to discuss data and fidelity of programs used within the curriculum. They also assist with student initiatives and student academic growth.

The main administrative team is responsible for all aspects of the school's daily operations. This team ensures the school complies with district, state, and federal guidelines. Additionally, this team is responsible for daily campus walkthroughs and formal teacher and staff evaluations. Data collected from these are shared and discussed to make school-based decisions, update on curriculum implementation, examine areas for improvement, etc. Furthermore, the principal and vice principal meet quarterly with department chairs and new hires to ensure that they are being supported and that students are receiving the best education possible. Topics such as classroom formative data, parental support, curriculum support, professional development, walkthrough feedback and teacher support are discussed.

The secondary leadership team meets alongside the administrative team to discuss school activities, testing, athletics, and student academic and social emotional needs. This team is also responsible for school safety

protocols and campus maintenance. This team meets bi-weekly with the principal and assistant principals. A bi-weekly update is conducted within all the departments provided by the administrator that oversees it. In addition, each member of the team discusses and shares any updates regarding their assigned responsibilities within the school. New hires are identified who need additional support in areas such as classroom management, content, or professional development.

The tertiary leadership team - with the administrative team and the secondary leadership team - share best practices, progress monitor data, design professional development activities, and discuss curriculum and instruction. This group shares ideas and strategizes how to address needs and implement best practices that have been proven successful. Data is reviewed and analyzed in all tested areas by grade level. Implementation of intervention and support is also monitored so that students are served a quality education with regards to needing enrichment or interventions. At DAT, no expense is spared to provide students and faculty with the opportunities and tools necessary to learn, explore, and teach for today's modern world.

5. Culturally Responsive Teaching and Learning:

Doral Academy of Technology and its teachers are known for their ability to foster and promote the love of STEM-related careers for all students who are in the program. DAT offers diverse levels of academic rigor to accommodate the various learning needs of all students. Courses are offered at the regular, advanced, gifted, and Pre-AP tracks, as well as high school credit courses in math, science, and foreign language, ESOL courses are available for English Language Learners, and Learning Strategies for special education students.

The focus has been to increase the number of female students in STEM-related courses/fields to at least half of the male student population. Through a shift in the curriculum design, students will be required to take an Introduction to STEM course that gives them a taste of various STEM topics such as robotics, computer science, engineering, and cyber security. The hope is that more female students will be enticed to continue in STEM courses during their secondary education.

STEM courses are very self-directed, particularly the electives, therefore, creativity, problem-solving, and teamwork are what drive the classroom in classes like robotics, video game design, and introduction to STEM. This approach encourages team-building activities that involve all learners by allowing them to provide input and participate in the problem-solving process in an equitable manner. While students work together in their teams, they learn about each other and build relationships as they move toward a common goal. They can identify each other’s strengths and can push each other to move past areas of difficulty. To assist in communication with students and parents, as much of the school demographic is a minority group, translations are available for important school documents that are sent home.

PART VI - STRATEGY FOR EXCELLENCE

Doral Academy of Technology offers a rigorous and academically challenging learning environment while still offering a safe and nurturing space for students and teachers. DAT students are expected to enroll in at least six high school courses beginning in middle school and 4 or more technology courses. DAT's student success is based on multiple strategies; however, the most instrumental strategy is setting high expectations from day one from students and faculty. DAT's administration believes in setting the bar high and meeting those expectations is a vision shared as school. Students are encouraged and celebrated for their success in academics, athletics, and extracurricular activities. The school's belief is combined with setting high student expectations for learning. DAT's administration believes in an open-door policy for all. This policy allows for everyone to be able to address any concerns or celebrate achievements. By promoting positive relationships with faculty, peers, community members and families, everyone's needs are addressed and are given importance. Reinforcement and reflection strategies are prioritized by teachers, counselors and administrators to allow students to make personal connections and develop ownership of their education. Students are driven by success and having open communication allows them to feel appreciated and recognized for their accomplishments. Students are heard when they want to create a new innovative club or initiative for the school.

DAT looks for highly motivated, innovated, and inspiring content experts in the classroom. Faculty is also afforded a positive and an open-door policy as a form of communication with administration. Much of the success of Doral Academy of Technology is provided by the insight and professionalism of the educators. The leadership team's approach is to include the content experts in the decision-making process to develop a well-rounded and enriched educational program for students. Educators are instrumental in the development and modification of the school's curriculum. Educators visit countless times with administration share new initiatives and ideas that add another layer of experience and academic growth for student engagement. The leadership team and the curriculum team which is comprised of department chairs, reading and math coaches, and other essential faculty members review and analyze educational textbooks, software educational or supplemental resources and review evidenced-based research strategies provided by data that is used to make any curriculum decisions. Administration whole heartily believes in collaboration of all stakeholders, which is critical in assisting in the development of curriculum goals and philosophies. Teachers, administrators, and students take ownership of the process and ensure that programs and curriculum are completed with efficacy and fidelity. Students' academic success is fostered by the guidance and dedication of DAT's beliefs that student success is fostered in a rigorous educational setting necessary to perform at or above grade level while instilling a belief in their own efficacy. Doral Academy of Technology takes great pride and honor in being one of the most innovative educational institutions that models an exemplary high performing school where students excel at their capacity.