Miami-Dade County Public Schools

Downtown Doral Charter Upper School

2018-19 Schoolwide Improvement Plan

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Downtown Doral Charter Upper School

7905 NW 53RD ST, Doral, FL 33166

www.ddcus.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	25%
Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year

Grade

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Downtown Doral Charter Elementary School's mission is to provide our students with a comprehensive dual curriculum and bicultural/bilingual education through language acquisition and innovative programs, facilitated by a highly-qualified staff promoting students' academic excellence creating future world leaders.

Provide the school's vision statement.

The vision of Downtown Doral Charter Upper School is Innovative Leaders Nurturing Passionate Global Leaders

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Lapica, Wilhelm	Principal
Acevedo-Isenberg, Jeannette	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Wilhelm Lapica - School Principal
Oversees the daily operations of the school
Oversees all the administrative team
Sets vision and mission for school
Leads data analysis
Oversees grade level team for lesson planning and data analysis
Monitors weekly data meetings and discusses expectations with teachers
Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science
Requires teachers to identify their students' areas of need, requiring data to support their decisions
Requires teachers to identify the types of intervention being provided for those students and the research based materials being used
Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups
Provides teachers with resources and assistance analyzing data
Offers support for effective ways to progress monitor students and make decisions about their academic needs

Jeannette Acevedo-Isenberg - Head of School
Oversees the daily operations of the school
Oversees all the administrative team
Sets vision and mission for school
Leads data analysis

Oversees grade level team for lesson planning and data analysis
Monitors weekly data meetings and discusses expectations with teachers
Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science
Requires teachers to identify their students' areas of need, requiring data to support their decisions
Requires teachers to identify the types of intervention being provided for those students and the research based materials being used
Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups
Provides teachers with resources and assistance analyzing data
Offers support for effective ways to progress monitor students and make decisions about their academic needs

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	6	0	0	0	0	0	0	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 9/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

This is year one of Downtown Doral Charter Upper School. Using the students data from their elementary school the lowest component is Math Learning Gains for the lowest 25%. Unable to define trends for the school due to it being year one.

Which data component showed the greatest decline from prior year?

This is year one of Downtown Doral Charter Upper School. Prior year data for the whole school is not available (students arrived from different schools) in order to make accurate comparisons.

Which data component had the biggest gap when compared to the state average?

This is year one of Downtown Doral Charter Upper School. Using the students data from their elementary school the only component with a gap when compared to state averages is Math Lowest 25%. The current score is a 35% and the state average is a 45%. This gives the school a 10 point gap in that category. All other data components are above the state average.

Which data component showed the most improvement? Is this a trend?

This is year 1 of Downtown Doral Charter Upper School. Prior year data for the whole school is not available (students arrived from different schools) in order to make accurate comparisons.

Describe the actions or changes that led to the improvement in this area.

This is year one of Downtown Doral Charter Upper School. This section is not-applicable to Downtown Doral Charter Upper School

School Data
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	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	0%	59%	56%	0%	55%	52%
ELA Learning Gains	0%	56%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	51%	44%	0%	46%	38%
Math Achievement	0%	51%	51%	0%	39%	43%
Math Learning Gains	0%	50%	48%	0%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	0%	40%	38%
Science Achievement	0%	65%	67%	0%	62%	65%
Social Studies Achievement	0%	73%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey								
Indicator	**Grade Level (prior year reported)**							**Total**
	6	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	1 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	1 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	6 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Implementation of Differentiated Instruction
Rationale	Due to the high gap between the proficiency rates of the current students in Math (82%) and the learning gains of students and the learning gains of the lowest 25%, 53% and 35% respectively, we have identified differentiated instruction as an area of focus within our math instruction school wide. Differentiated instruction will provide student with appropriate rigor by targeting the correct depth of knowledge levels necessary in their lessons in order to generate appropriate learning gains that match the high levels of proficiency.
Intended Outcome	The intended outcome of the school wide focus on differentiated instruction is that teachers will more effectively prepare and engage their students in lesson at the appropriate level of rigor. In turn this will help the high achieving students (scoring a 3, 4 or 5 on the FSA) achieve appropriate learning gains.
Point Person	Wilhelm Lapica (wlapica@dadeschools.net)
Action Step	
Description	1) Administration will clearly communicate the Differentiated Instruction goals and expectations to teachers during the opening of schools professional development sessions. 2) Teachers will conduct appropriate data chats with their students. 3) Administrators will conduct data chats with teachers to analyze student achievement levels as determined by State Assessments and I-Ready Diagnostic Assessments so that teachers can plan lessons that display the appropriate level of rigor for each child in the class. 4) The school will provide Professional Development opportunities (through Miami Dade County Public Schools and In-House through sharing of best practices) for teachers.
Person Responsible	Wilhelm Lapica (wlapica@dadeschools.net)
Plan to Monitor Effectiveness	
Description	1) Administration will be continuously monitoring instruction in the sixth grade classrooms. Each class/teacher is visited by an administrator once a day. During these walk through visits administrators will keep a pulse of how effectively teachers are differentiating instruction in the classrooms. 2) Administrators will monitor district topic assessments and i-ready data to track student progress in order to determine the effectiveness of the differentiated instruction program.
Person Responsible	Wilhelm Lapica (wlapica@dadeschools.net)

Activity #2	
Title	Effective use of Instructional and Non-Instructional Resources
Rationale	Downtown Doral Charter Upper School was created as a continuation of an already established and successful elementary bilingual program. This has and will necessitate the hiring of many teachers and staff members at one time. There was also a group of teachers that moved up with the students from the elementary to the upper school. This has caused a large increase in the amount of teachers that are new to the profession or new to the upper school setting. Well above what a school would normally be able to provide an effective mentor program for. Therefore it was determined that a large emphasis needs to be placed on providing teachers adequate training on how to use all of the resources encountered in a middle or high school setting.
Intended Outcome	Teachers will be able to effectively use instructional resources in order to provide rigoruoes instruciton to all levels of students. This increased rigor will result in growth in the following components on State-wide Assessments: English and Language Arts Proficiency growth of 2% English and Language Arts Learning Gains growth of 2% English and Language Arts Lowest 25% growth of 8% Math Proficiency growth of 3% Math Learning Gains growth of 7% Math Lowest 25% growth of 15%
Point Person	Wilhelm Lapica (wlapica@dadeschools.net)
Action Step	
Description	1) The school will provide Professional Development opportunities in all instructional programs. These sessions will occur both in the school during designated teacher planning days and faculty meetings as well as by providing teachers with substitute coverage in order to attend district sponsored professional development. 2) Faculty meetings will be used as a vehicle for sharing best practices and not as vehicles for the sharing of school operations information. This information will be disseminated on an as needed basis through various communication tools. 3) Increasing the the size of our Mentor Program to facilitate new teachers acquisition of knowledge concerning the instructional resources currently available to them. 4) The school has created common planning times for teachers so that they can plan together and collaborate on the best use of the differing instructional materials. 5) As an expansion of the Mentor Program teachers will be provided opportunities to observe other teachers and see how the instructional resources are used with students and in the actual classroom setting.
Person Responsible	Wilhelm Lapica (wlapica@dadeschools.net)
Plan to Monitor Effectiveness	
Description	1) Administration will be continuously monitoring instruction in the sixth grade classrooms. Each class/teacher is visited by an administrator once a day. During these walk through visits administrators will keep a pulse of how effectively teachers are differentiating instruction in the classrooms. 2) Administrators will monitor district topic assessments and i-ready data to track student progress in order to determine the effectiveness of the differentiated instruction program. 3) Administrators will have consistent meetings with the faculty and staff to discuss the use of resources and ascertain the effectiveness of their implementation in the classroom.

Person Responsible   Wilhelm Lapica (wlapica@dadeschools.net)

Part V: Budget	
Total:	**$1,200.00**