

Miami-Dade County Public Schools

Downtown Doral Charter Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	18
Budget to Support Goals	19

Downtown Doral Charter Elementary School

8390 NW 53RD ST, Doral, FL 33166

www.ddces.org

Demographics

Principal: Stefanie Ayo

Start Date for this Principal: 6/22/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (74%) 2016-17: A (79%) 2015-16: A (85%)
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

N/A

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	19

Downtown Doral Charter Elementary School

8390 NW 53RD ST, Doral, FL 33166

www.ddces.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>34%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

N/A

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 Elementary School is Innovative Leaders Nurturing Passionate Global Leaders.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Acevedo-Iseberg, Jeannette	Other	The Head of Schools provides a common vision and plan for the use of data-driven decision making and strategic planning.
Ayo, Stefanie	Principal	Works alongside the Head of Schools in providing a common vision and plan for the use of data-driven decision making, and strategic planning. The principal provides professional development and resources to support the dual language program and instructional programs.
Mathwich, Nakary	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Laks, Ana	Instructional Coach	Provides guidance and expertise in the delivery of the Portuguese language program and language standards.
Campos, Virginia	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Llera, Karla	Instructional Coach	Provides guidance and expertise with creating STEAM lessons and activities implemented in the classroom.
Monteagudo, Ileana	Instructional Coach	Provides guidance and expertise in the delivery of the Spanish language program and language standards.
Castro, Jacqueline	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Viera, Alexandra	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Urdaneta, Dianora	Teacher, K-12	Participate in curriculum planning for core instructions; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.
Valmana, Paloma	Instructional Coach	Reading Coach: Provides ELA support for teachers.
Ortiz, Kimberly	Principal	Works alongside the Head of Schools in providing a common vision and plan

Name	Title	Job Duties and Responsibilities
		for the use of data-driven decision making, and strategic planning. The principal provides professional development and resources to support the dual language program and instructional programs.

Demographic Information

Principal start date

Monday 6/22/2020, Stefanie Ayo

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (74%) 2016-17: A (79%)

	2015-16: A (85%)
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 .	

Early Warning Systems

Current Year

The number of students by 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	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	2	0	2	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/12/2020

Prior Year - As Reported

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	0	0	0	0	0
Attendance below 90 percent	7	4	7	2	0	1	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	3	4	3	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	7	4	7	2	0	1	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	3	4	3	1	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	90%	62%	57%	87%	57%	55%
ELA Learning Gains	70%	62%	58%	72%	61%	57%
ELA Lowest 25th Percentile	71%	58%	53%	76%	58%	52%
Math Achievement	89%	69%	63%	87%	66%	61%
Math Learning Gains	74%	66%	62%	80%	65%	61%
Math Lowest 25th Percentile	67%	55%	51%	73%	57%	51%
Science Achievement	75%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	88%	60%	28%	58%	30%
	2018	83%	61%	22%	57%	26%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	92%	64%	28%	58%	34%
	2018	90%	60%	30%	56%	34%
Same Grade Comparison		2%				
Cohort Comparison		9%				
05	2019	84%	60%	24%	56%	28%
	2018	83%	59%	24%	55%	28%
Same Grade Comparison		1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	87%	67%	20%	62%	25%
	2018	92%	67%	25%	62%	30%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	94%	69%	25%	64%	30%
	2018	89%	68%	21%	62%	27%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	81%	65%	16%	60%	21%
	2018	82%	66%	16%	61%	21%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	53%	20%	53%	20%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

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	58			75							
ELL	85	70	74	88	71	67	73				
HSP	89	69	70	88	73	66	74				
WHT	95	86		100	100						
FRL	86	71	72	85	64	70	63				
2018 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 2016-17	C & C Accel 2016-17
SWD	80										
ELL	79	76	68	85	83	70	59				
HSP	86	74	69	88	71	59	72				

2018 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 2016-17	C & C Accel 2016-17
WHT	100	91		94	80						
FRL	85	76	63	89	67	48	69				
2017 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 2015-16	C & C Accel 2015-16
ELL	78	77	69	79	71	69					
HSP	86	71	74	87	81	71					
WHT	92			83							
FRL	86	63		81	79						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
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	77
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
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	76
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	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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	76
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	90
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	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component which performed the lowest was the ELA learning gains of the lowest 25%, which was a 71% and our Math learning gains of the lowest 25% which was a 67%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year was the ELA learning gains in reading, decreasing from 75% to 70%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the biggest gap when compared to the state average was ELA Achievement, with a 33% difference, with Downtown Doral Charter Elementary School scoring 90% and the state averaging 57% in proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement was the 4th grade learning gains in ELA and in Mathematics, with 86% of students in 4th grade showing learning gains in ELA and 82% of students in 4th grade showing learning gains in Mathematics.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on the EWS data from Part 1, one potential area of concern is the attendance rate in kindergarten, with seven being absent eighteen or more times during the 2018-2019 school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Closing the learning gap between grade levels will increase the student's Stretch Growth in I-Ready.
2. An increase in promoting school pride for students that will establish an engaging learning environment and relationship amongst their peers.
3. Develop staff connections in which each other's opinions and point of views are respected.
4. The health and well-being of all faculty, staff, and students.
5. Providing opportunities for professional development for the teachers and faculty as a whole.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: The climate survey showed that 25% of students feel that their teachers do not give them meaningful homework to help them learn. Moreover, 31% of the teachers feel that their students are deficient in basic academic skills. As the year progresses, the learning gap will be difficult to close. However, with differentiated instruction in place, each student's needs will be met through personalized i-Ready lessons.

Measurable Outcome: In the 2020-2021 school year climate survey, Downtown Doral Charter Elementary School plans to achieve a 75% or higher in making sure that students feel that their teachers provide him or her with meaningful assignments throughout the school year.

Person responsible for monitoring outcome: Paloma Valmana (pvalmana@dadeschools.net)

Evidence-based Strategy: Teachers will provide differentiated instruction based on the i-Ready diagnostic in order to reach the stretch growth and close the learning gap across all grade levels.

Rationale for Evidence-based Strategy: In the article "How Differentiating Instruction Helps Students Connect to Learning," it outlines how differentiated instruction is implemented into a classroom setting in various methods in which students are able to achieve their highest potential.

Action Steps to Implement

1. Monitoring i-Ready Stretch Growth.
2. Creating small instructional groups based on the i-Ready diagnostic results.
3. Establishing intervention groups for Reading and Math.

Person Responsible Paloma Valmana (pvalmana@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: The climate survey showed that 24% of students did not like coming to school. Lack of student involvement in extracurricular activities and school pride will result in a decrease in the student's desire to attend school on a daily basis.

Measurable Outcome: In the 2020-2021 school year climate survey, Downtown Doral Charter Elementary School plans to achieve a 75% or higher in making sure that students feel the desire to attend school on a daily basis.

Person responsible for monitoring outcome: Nakary Mathwich (nmathwich@dadeschools.net)

Evidence-based Strategy: Downtown Doral Charter Elementary School student clubs and committees will provide students with the opportunity to be a part of different extracurricular activities in order to build their school pride and establish a strong foundation of social and emotional components that will later carry over to Downtown Doral Charter Upper School as they become global leaders of today's generation.

Rationale for Evidence-based Strategy: In the article "Kids Who Participate in Team-Based Extracurricular Activities Have Better Mental Health," it outlines how participation in extracurricular activities is a key component of maintaining a student's mental, emotional, and physical well-being a priority that must be evident throughout the student's schooling years.

Action Steps to Implement

1. Establishing the "Dolphin Spirit Squad" which will be a student-led club that promotes school pride.
2. Bridging of the clubs and committees between DDCES and DDCUS such as FBLA and FEA.
3. Promoting students to join more clubs and participating in extracurricular activities.

Person Responsible: Nakary Mathwich (nmathwich@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

For priorities one and two listed on 2.E, our action plan is detailed in the area of focus. To develop staff connections amongst staff, priority 3, we will establish a more diverse "Social Committee" with more virtual gatherings and we will continue to share best practices at our faculty meetings. Moreover, to achieve priority 4, the health and well-being of all DDCES, we will implement an action plan that outlines new procedures and polices that are in place such as, safety attire, sanitizing stations, upgrading our air filters, social distancing visuals, and minimal visitors to our school building. Lastly, to address providing professional developments to our faculty and staff, priority 5, we will provide further professional development opportunities based on teacher interest and areas of growth and improvement.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

DDCES is proud of parent involvement. We encourage our families to become involved in our wonderful PTO that has representatives from the two languages that we offer (Spanish and Portuguese).

DDCES also:

- Organizes an annual Volunteer Orientation Meeting offered during the first month of school followed by quarterly Parent Outreach Sessions at varying times.
- Hosts weekly informational tours for parents that are interested in DDCES. (At the moment, all tours will be conducted virtually due to the circumstances)
- Uses Seesaw as a platform to share information with parents and as an interactive learning platform for students.
- Uses ConnectEd to communicate activities.
- Communicates electronically through weekly publication of "Go Green Communicator" including upcoming events, activities, and deadlines.
- Teachers communicate with parents regularly via class websites, online behavioral programs, and email.
- More than 25,000 parental volunteer hours were accumulated thereby earning the school the Golden School Award.
- Parents volunteer in key areas of the school including morning drop off, helping in the cafeteria, and assisting with projects. (At the moment, this is on hold due to the circumstances)
- DDCES School App: Through the mobile app, parents and staff members are informed of the most recent announcements.
- Remind 101, Messenger, and Class Dojo are used by teachers to communicate with parents.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00