# Downtown Doral Charter Elementary School



# 2021-22 Schoolwide Improvement Plan

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## Downtown Doral Charter Elementary School

### 8390 NW 53RD ST, Doral, FL 33166

### www.ddces.org

## Demographics

## Principal: Stefanie Ayo

Start Date for this Principal: 3/13/2020

| | |
|---|---|
| **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 |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 41% |
| **2020-21 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%) |
| **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** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Downtown Doral Charter Elementary School

8390 NW 53RD ST, Doral, FL 33166

www.ddces.org

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School KG-5 | No | 34% |

| **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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | A |

## School Board Approval

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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 | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Acevedo-Isenberg, Jeannette | | The Head of Schools provides a common vision and plan for the use of data-driven decision making and strategic planning. |
| Ayo, Stefanie | | 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. |
| Castro, Jacqueline | | Instructional Coach: Provides ELA, Math, and Science support for teachers in third through fifth grade. |
| Alarcon, Elizabeth | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Llera, Karla | | Provides guidance and expertise with creating STEAM lessons and activities implemented in the classroom. |
| Gonzalez, Becky | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| De La Rosa, Annette | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Urdaneta, Dianora | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Randello, Lydia | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Viera, Alexandra | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Semeraro, Kristy | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Montoya, Maria Belen | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Froissard, Marine | | Participates in curriculum planning for core instruction; plans and collaborates with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress. |
| Monteagudo, Ileana | | Provides guidance and expertise in the delivery of the Spanish language program and language standards. |
| Valmana, Paloma | | Instructional Coach: Provides ELA and Math support for teachers in kindergarten through second grade. |
| Laks, Ana | | Provides guidance and expertise in the delivery of the Portuguese language program and language standards. |

## Demographic Information

**Principal start date**
Friday 3/13/2020, 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**
67

**Total number of students enrolled at the school**
1,091

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
18

**Demographic Data**

## Early Warning Systems

**2021-22**

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 176 | 178 | 179 | 186 | 187 | 185 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1091 |
| Attendance below 90 percent | 2 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 2 | 8 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Course failure in Math | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Number of students with a substantial reading deficiency | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Friday 8/20/2021

## 2020-21 - As Reported

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 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 | |
| One or more suspensions | 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 | 1 |
| Course failure in Math | 0 | 2 | 0 | 2 | 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 | |
| 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 | |

**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 | |

**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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 2020-21 - 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 | 180 | 181 | 191 | 192 | 189 | 182 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1115 |
| Attendance below 90 percent | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 10 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| | 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 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**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 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

# Part II: Needs Assessment/Analysis

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 90% | 62% | 57% | 87% | 62% | 56% |
| ELA Learning Gains | | | | 70% | 62% | 58% | 75% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 71% | 58% | 53% | 69% | 59% | 48% |
| Math Achievement | | | | 89% | 69% | 63% | 88% | 69% | 62% |
| Math Learning Gains | | | | 74% | 66% | 62% | 72% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 67% | 55% | 51% | 59% | 55% | 47% |
| Science Achievement | | | | 75% | 55% | 53% | 71% | 58% | 55% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 88% | 60% | 28% | 58% | 30% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 92% | 64% | 28% | 58% | 34% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 84% | 60% | 24% | 56% | 28% |
| Cohort Comparison | | -92% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 87% | 67% | 20% | 62% | 25% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 94% | 69% | 25% | 64% | 30% |
| Cohort Comparison | | -87% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 81% | 65% | 16% | 60% | 21% |
| Cohort Comparison | | -94% | | | | |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 73% | 53% | 20% | 53% | 20% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tool that DDCES used last school year was i-Ready.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 54% | 66% | 85% |
| | Economically Disadvantaged | N/A | N/A | N/A |
| | Students With Disabilities | 33% | 33% | 33% |
| | English Language Learners | 45% | 53% | 73% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 33% | 45% | 79% |
| | Economically Disadvantaged | N/A | N/A | N/A |
| | Students With Disabilities | 34% | 34% | 36% |
| | English Language Learners | 47% | 51% | 63% |

| Grade 2 | | | |
|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 57% | 67% | 77% |
| | Economically Disadvantaged | N/A | N/A | N/A |
| | Students With Disabilities | 57% | 86% | 71% |
| | English Language Learners | 23% | 30% | 53% |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 46% | 63% | 83% |
| | Economically Disadvantaged | N/A | N/A | N/A |
| | Students With Disabilities | 54% | 79% | 84% |
| | English Language Learners | 22% | 35% | 50% |

| Grade 3 | | | |
|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 80% | 83% | 88% |
| | Economically Disadvantaged | 82% | 82% | 86% |
| | Students With Disabilities | 92% | 95% | 97% |
| | English Language Learners | 42% | 55% | 61% |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51% | 59% | 73% |
| | Economically Disadvantaged | 80% | 82% | 84% |
| | Students With Disabilities | 81% | 92% | 93% |
| | English Language Learners | 40% | 55% | 63% |

| Grade 4 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 69% | 68% | 77% |
| | Economically Disadvantaged | 54% | 58% | 64% |
| | Students With Disabilities | 77% | 77% | 77% |
| | English Language Learners | 45% | 50% | 63% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 58% | 68% | 85% |
| | Economically Disadvantaged | 54% | 59% | 61% |
| | Students With Disabilities | 77% | 79% | 80% |
| | English Language Learners | 44% | 51% | 61% |

| Grade 5 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 64% | 74% | 83% |
| | Economically Disadvantaged | 70% | 75% | 85% |
| | Students With Disabilities | 76% | 81% | 86% |
| | English Language Learners | 19% | 25% | 38% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 52% | 68% | 84% |
| | Economically Disadvantaged | 70% | 72% | 79% |
| | Students With Disabilities | 73% | 80% | 83% |
| | English Language Learners | 19% | 22% | 36% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 56% | 64% | 78% |
| | Economically Disadvantaged | 68% | 73% | 81% |
| | Students With Disabilities | 19% | 19% | 20% |
| | English Language Learners | 7% | 7% | 7% |

## Subgroup Data Review

### 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 53 | | | 32 | | | | | | | |
| ELL | 73 | 80 | 77 | 70 | 53 | 48 | 74 | | | | |
| ASN | 75 | | | 83 | | | | | | | |
| HSP | 81 | 82 | 76 | 73 | 53 | 40 | 77 | | | | |
| WHT | 83 | 82 | | 63 | 73 | | 100 | | | | |
| FRL | 73 | 86 | 82 | 63 | 49 | 35 | 69 | | | | |

### 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 | | | | |
| WHT | 100 | 91 | | 94 | 80 | | | | | | |
| FRL | 85 | 76 | 63 | 89 | 67 | 48 | 69 | | | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 68 |
| 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 | 53 |
| Total Points Earned for the Federal Index | 540 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 43 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 66 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| **Asian Students** | |
| Federal Index - Asian Students | 79 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **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% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 67 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **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% | |
| **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% | |

| White Students | |
|---|---|
| Federal Index - White Students | 80 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 63 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

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

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

Based on the data, there was a consistent low proficiency rate for Math across all grade levels during the Fall and Winter diagnostics.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The learning gains in the lowest 25% demonstrate the greatest need for improvement.

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

The virtual learning and school closures were the contributing factors to this need of improvement. DDCES will implement differentiated instruction in the classroom, Reading/Math interventions, and tracking of topic assessments across the content areas.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Fifth grade ELA, fifth grade learning gains in ELA, and the FCAT for fifth grade showed the most improvement based on the data collected.

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

The contributing factors that assisted with this improvement were continuous interventions and Science tutoring that was held in the morning hours before school began twice a week.

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

Differentiated instruction, Reading/Math interventions, and bi-monthly data chats are the strategies that will need to be implemented in order to accelerate learning.

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

This school year, DDCES will propose and organize professional developments based on differentiated instruction and ESOL strategies. The administrative team will also continue to conduct walkthroughs of the classrooms on a daily basis.

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

In order to ensure sustainability of improvement at DDCES, our goal is to hire more interventionists to ensure the academic success across all grade levels.

## Part III: Planning for Improvement

**Areas of Focus:**

## #1. Instructional Practice specifically relating to Differentiation

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| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the Targeted Element of Differentiation. Our findings demonstrated learning gains for the lowest 25% subgroup decreased. However, with differentiated instruction in place, each student's needs will be met. We will provide the necessary instruction for the lowest 25% subgroup to make learning gains and move towards proficiency. |
| **Measurable Outcome:** | If we successfully implement differentiation, then our lowest 25% subgroup will increase by a minimum of 10 percentage points as evidenced by the 2022 state assessments. In the 2021-2022 school year climate survey, the percentage of teachers reporting the students' deficiencies in basic academic skills will decrease to. |
| **Monitoring:** | The leadership team will conduct quarterly data chats and follow up with weekly walkthroughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiation. Teachers will adjust groups based on current data on a monthly basis. Data analysis of i-Ready Growth Monitoring of the lowest 25% subgroup will be reviewed monthly to review progress. Intervention will be provided to those students who are not showing growth on i-Ready. |
| **Person responsible for monitoring outcome:** | Paloma Valmana (pvalmana@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our lowest 25% subgroup. Data-Driven instruction will be monitored through the use of i-Ready to drive instructional planning and data driven conversations. |
| **Rationale for Evidence-based Strategy:** | Data-Driven Instruction will ensure that teachers are using relevant data to plan individualized lessons. Teachers will continually make adjustments to their instruction as new data becomes available. |

## Action Steps to Implement

Conduct teacher training on differentiated and data driven instruction.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
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Provide training to teachers on using digital platforms and resources to create individualized instructional plans.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
|---|---|

Conduct data chats.

| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |
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A Report Group for the Lowest 25% of students in Reading and Math will be created on I-Ready by November 5, 2021.

| **Person Responsible** | Jacqueline Castro (nodaj@dadeschools.net) |
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Each administrator will be assigned a set of students by November 5, 2021, to follow their progress and meet with them biweekly to ensure they are in route to achieve their targeted growth.

**Person Responsible**  Jacqueline Castro (nodaj@dadeschools.net)

| **#2. Instructional Practice specifically relating to Student Engagement** |
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| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the targeted element of student engagement. We selected the area of student engagement based on our findings that 36% of students feel that their teachers do not give them meaningful homework to help them learn. It is evident that we must improve our ability to create and interpret the process of setting long term and short term goals to ensure learning gains. We will provide meaningful assignments with goal attainment as the intended result. |
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| **Measurable Outcome:** | If we successfully implement the targeted element of student engagement, then the percentage of students who feel their assignments are not meaningful will decrease by a minimum of 15% as evidenced by the 2021-2022 School Climate Survey. |
| **Monitoring:** | The leadership team will conduct bi-weekly informal observations to ensure students are engaged in the lessons. Administrators will review lesson plans weekly and provide feedback upon observation. |
| **Person responsible for monitoring outcome:** | Jacqueline Castro (nodaj@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted outcome of student engagement, our school will focus on the evidence based strategy of goal oriented learning. Goal oriented learning will ensure that the students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Goal oriented learning will be monitored through bi-weekly walkthroughs conducted by the administration team. |
| **Rationale for Evidence-based Strategy:** | Goal oriented learning will ensure that teachers are focused on a learning goal when planning a lesson and relay that goal to the students. Teachers and students will collaborate to ensure that learning goals and expectations are being met. |

| **Action Steps to Implement** |
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Provide shared planning opportunities for teachers.

| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |
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Administration will conduct walkthroughs and provide feedback.

| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |
|---|---|

Teachers will share best practices on goal oriented learning.

| **Person Responsible** | Jacqueline Castro (nodaj@dadeschools.net) |
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Teachers and students will analyze data to ensure goals are being met.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
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Collaboration between Downtown Doral Charter Elementary School and Downtown Doral Charter School is taking place in the areas of the Robotics curriculum by December 21, 2021.

| **Person Responsible** | Karla Llera (kllera@dadeschools.net) |
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Collaboration between Downtown Doral Charter Elementary School and Downtown Doral Charter School is taking place in the areas of the SECME competition by December 21, 2021.

**Person Responsible**    Karla Llera (kllera@dadeschools.net)

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| **#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports** | |
| **Area of Focus Description and Rationale:** | Based on the student climate survey our school will implement the targeted element of positive behavior intervention. Through our data review we noticed that less than 50% of the students believe that students in the school follow the rules. We recognize the need to implement positive behavior support strategies to increase student accountability. |
| **Measurable Outcome:** | If we successfully implement the targeted element of positive behavior interventions, it will facilitate our students' self regulation of positive behavior. With consistent implementation of constant positive behavior support, there will be an increase of 20% of students who believe that most students follow the rules in school. |
| **Monitoring:** | The leadership team will work with the teachers to identify positive behavior interventions that will be implemented in their classrooms. The counselors will mentor students on positive behavior practices. The counselors will also conduct monthly classroom visits to encourage positive behavior strategies. The leadership team will acknowledge select students that have demonstrated consistent positive behaviors. Teachers will shift their focus to recognize positive behaviors. The leadership team along with all staff members will model positive behaviors and recognize those behaviors throughout the school community. To ensure we are on track to meeting the outcome above, teachers will discuss positive behavior practices and observable behaviors during grade level meetings. |
| **Person responsible for monitoring outcome:** | Paloma Valmana (pvalmana@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of positive behavior intervention and support, our school will focus on the evidenced based proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school environment. Positive behavior interventions will be implemented in areas including the classroom and non classroom settings on a daily basis. |
| **Rationale for Evidence-based Strategy:** | Positive behavior interventions and support will assist in increasing the students' accountability of their behavior. The strategies will provide teachers with tools into reframing negative behaviors into positive outcomes. |

**Action Steps to Implement**

The leadership team, including grade level chairs will participate in a PBIS training during our monthly leadership meeting.

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| **Person Responsible** | Becky Gonzalez (bgonzalez@dadeschools.net) |

Teachers will implement the PBS strategies within the school community.

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| **Person Responsible** | Elizabeth Alarcon (ealarcon@dadeschools.net) |

Teachers will facilitate students' self actualization from negative behaviors to positive outcomes.

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| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |

Mindfulness Mondays will be taking place each Monday via the Morning Announcements thru December 21, 2021. The School Counselor record a weekly segment on Positive Behaviors and Strategies to use.

**Person Responsible**  Kristy Semeraro (ksemeraro@dadeschools.net)

The School Counselors are visiting the classrooms thru December 21, 2021 and conducting positive behavior lessons that students can incorporate into their daily routines.

**Person Responsible**  Paloma Valmana (pvalmana@dadeschools.net)

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| **#4. Leadership specifically relating to Teacher Recruitment and Retention** | |
| **Area of Focus Description and Rationale:** | Based on qualitative data from the 2020-2021 School Climate survey and review of core leadership competencies, we want to use the targeted element of teacher recruitment and retention. Teachers in the building felt overloaded and overwhelmed, therefore we want to align efforts towards creating clear goals and reconnecting the school family. Therefore the leadership team will obtain resources and people to achieve the goal in support of promoting team morale and enhancing performance. By setting clear goals and providing teacher support, teachers will no longer feel overwhelmed causing long term teacher retention. |
| **Measurable Outcome:** | If we successfully implement the targeted element of teacher recruitment and retention, our teachers will be provided with the resources needed to achieve their goals and opportunities for team building will be provided on a monthly basis. Teachers will become active stakeholders investing in the school family culture. The percentage of teachers who frequently feel overloaded and overwhelmed will decrease by 10% during the 2021-2022 school year. |
| **Monitoring:** | The administrative team will create a digital teacher reflection survey that will be sent on a quarterly basis to self assess progress. By analyzing the survey data, strategies will be revised and redirected as needed. |
| **Person responsible for monitoring outcome:** | Elizabeth Alarcon (ealarcon@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of teacher recruitment and retention, we will focus on the evidence based strategy of generating momentum to accomplish school goals by creating a teacher support task force. The task force members will provide a summary of support to the leadership team on a monthly basis to make sure we are on the right track to meeting the outcome above. |
| **Rationale for Evidence-based Strategy:** | Generating momentum to accomplish school goals will assist in aligning teachers in becoming active stakeholders in carrying out the school's mission. Throughout the process, the leadership will create buy-in and in turn will increase teacher retention. |

**Action Steps to Implement**

Informing teachers of the leadership team's goal in engaging the team through aligning efforts towards clear goals and support.

| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |
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Conducting quarterly teacher reflection surveys.

| **Person Responsible** | Elizabeth Alarcon (ealarcon@dadeschools.net) |
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Organizing the teacher support task force.

| **Person Responsible** | Karla Llera (kllera@dadeschools.net) |
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Administration is providing opportunities throughout November and December 2021 for staff members to meet with one another outside and inside of the school setting to ensure team building and collaboration continues.

| **Person Responsible** | Stefanie Ayo (svergara@dadeschools.net) |
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Administration is providing opportunities for staff members to visit and observe other teachers in the classrooms through December 21, 2021.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
|---|---|

Administration is providing opportunities for staff members to visit and observe other teachers in the classrooms through December 21, 2021.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
|---|---|

Administration is providing opportunities for staff members to visit and observe other teachers in the classrooms through December 21, 2021.

| **Person Responsible** | Paloma Valmana (pvalmana@dadeschools.net) |
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## Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the data from last school year, DDCES falls into the "low" category in the School Safety Dashboard. Therefore, we will continue to implement all of our safety precautions and protocols during this upcoming school year.**

## 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.

DDCES addresses building a positive school culture and environment through the student, parent, community, and teacher/staff involvement. At DDCES, we strive to ensure that all students feel happy and secure. Through many events and activities, a positive school culture is created amongst all the stakeholders.

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

DDCES is proud of parent involvement. We encourage our families to become involved in our wonderful PTO that has representatives from the three languages that we offer (Spanish, Portuguese and French).
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.
-Uses Seesaw/Showbie as a platform to share information with parents and as an interactive learning platform for students.
-Uses Mailchimp to communicate activities to parents.
-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.
-Remind 101, Messenger, and Class Dojo are used by teachers to communicate with parents.

# 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: Instructional Practice: Student Engagement | $0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | $0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Teacher Recruitment and Retention | $0.00 |
| | | Total: | $0.00 |