

Miami-Dade County Public Schools

Downtown Doral Charter Upper School



2021-22 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	22
Positive Culture & Environment	26
Budget to Support Goals	27

Downtown Doral Charter Upper School

7905 NW 53RD ST, Doral, FL 33166

www.ddcus.org

Demographics

Principal: Kim Ortiz

Start Date for this Principal: 3/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	39%
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 Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (90%) 2017-18: No Grade 2016-17: No Grade
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	27

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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)
High School 6-12	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		A	A

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<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 Upper 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cabrera, Ashley	Teacher, K-12	EESAC Chair
Chavez, Jessica	Other	IB Lead teacher

Demographic Information

Principal start date

Monday 3/29/2021, Kim Ortiz

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

61

Total number of students enrolled at the school

1,300

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

17

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

22

Demographic Data

Early Warning Systems

2021-22

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	198	197	334	161	163	242	0	1295	
Attendance below 90 percent	0	0	0	0	0	0	2	0	6	6	8	14	0	36	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	3	38	31	3	30	52	0	157	
Course failure in Math	0	0	0	0	0	0	2	23	102	1	34	27	0	189	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	21	52	21	37	50	0	189	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	14	41	15	34	35	0	146	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	22	56	22	0	0	0	115	
	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	4	31	87	14	39	44	0	219

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	1	0	39	2	0	1	0	43	
Students retained two or more times	0	0	0	0	0	0	0	0	4	0	0	0	0	4	

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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		
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	0	0	0	0	0	0	189	238	215	164	257	0	0	1063	
Attendance below 90 percent	0	0	0	0	0	0	0	3	4	10	13	0	0	30	
One or more suspensions	0	0	0	0	0	0	6	12	5	0	2	0	0	25	
Course failure in ELA	0	0	0	0	0	0	39	17	15	32	53	0	0	156	
Course failure in Math	0	0	0	0	0	0	24	70	34	34	27	0	0	189	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	21	42	26	37	50	0	0	176	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	14	32	21	34	35	0	0	136	

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	32	49	47	40	44	0	0	212	

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	2	0	40	2	0	0	0	44
Students retained two or more times	0	0	0	0	0	0	0	0	4	0	0	0	0	4

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				94%	59%	56%		59%	56%
ELA Learning Gains				83%	54%	51%		56%	53%
ELA Lowest 25th Percentile				84%	48%	42%		51%	44%
Math Achievement				94%	54%	51%		51%	51%
Math Learning Gains				93%	52%	48%		50%	48%
Math Lowest 25th Percentile				92%	51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

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
06	2021					
	2019	93%	58%	35%	54%	39%
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		-93%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	93%	58%	35%	55%	38%
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		-93%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include a variety of online programs and assessments. The programs and assessments include: i-Ready, IXL, Khan Academy, Performance Matters, Progress Reports, Reading Plus, APM, etc.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	62	68
	Economically Disadvantaged	60	64	70
	Students With Disabilities	84	81	87
	English Language Learners	22	19	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	68	76
	Economically Disadvantaged	64	79	77
	Students With Disabilities	74	87	84
	English Language Learners	28	38	50

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	61	46
	Economically Disadvantaged	63	68	35
	Students With Disabilities	73	73	61
	English Language Learners	14	20	21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	28	35
	Economically Disadvantaged	10	23	28
	Students With Disabilities	13	17	22
	English Language Learners	7	30	33
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	74	71
	Economically Disadvantaged			
	Students With Disabilities	6	12	
	English Language Learners	1	11	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	70	63
	Economically Disadvantaged	80	93	76
	Students With Disabilities	77	90	77
	English Language Learners	12	33	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	15	13
	Economically Disadvantaged	0	7	14
	Students With Disabilities	0	3	0
	English Language Learners	21	31	19
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	4	24
	Economically Disadvantaged			
	Students With Disabilities	0	0	
	English Language Learners	0	0	

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		6	62
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		8	37
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	81
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		26	51
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		27	37
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		3	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	40
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	30	38	38	51	41	47		33			
ELL	45	54	53	53	44	44	31	61	71		
HSP	60	55	49	61	43	42	50	73	78		
WHT	69	69		75	60		70	69			
FRL	54	52	50	53	39	44	44	61	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
ELL	92	82	88	86	95	92					
HSP	93	82	83	93	92	91					
FRL	91	87		91	96						
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

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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	59
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	69
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	54
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?

English Language Learners showed the lowest number of proficiency among all the student groups.

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

While at first glance the Algebra 1 score seems the lowest, this data does not take into account the advance 8th graders testing, which actually elevate the proficiency score. The 8th grade science data is the one that demonstrates the greatest need for improvement, showing only 24% proficiency.

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

In order to improve the 8th grade science data, the school must rethink the students' study track to better prepare them for the curriculum.

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

Based on the progress monitoring and state data, our most improved data component is civics. The fall civic data showed 36% proficiency and grew to a 72% proficiency during the spring testing.

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

The school assigned two faculty members to oversee the civics curriculum. Together, the teachers developed a series of mock exams. Additionally, they incorporated outside resources to expand on the content of the curriculum.

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

Firstly, the school must strategically plan its course progression to ensure students are sitting in appropriate classes. Secondly, the school must work towards maintaining stability within subjects, allowing for teachers to become strong in their content. Thirdly, the school must invest in interventionist to provide additional support to students. Lastly, the school must provide opportunities for faculty members to share best practices or/and attend informative workshops.

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.

The school has designated the 4th Wednesday of the Month as professional development day. Teachers will share best practices in areas such as, classroom management, technology, assessing, planning, project-based learning, differentiation, ELL and ESE accommodations, and more.

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

For the 2021-2022 school year, the school has increased its faculty by 10 teachers. The student services team has also increased to a total of 8 members. The school has hired 3 interventionist. The school has adopted the International Baccalaureate program, sending the teachers to respective trainings for planning and assessing.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	The climate survey showed that 44% of our teachers do not believe that adequate disciplinary measures are used.
Measurable Outcome:	The school plans to achieve a 15% increase in positive sentiment towards disciplinary measures.
Monitoring:	The school will monitor for the desired outcome via the new discipline platform; Kickboard. Kickboard rewards students with merits for positive behavior and assigns demerits for negative behavior. Each student accumulates points for a quarterly reward during ZONE period, as a result grade levels also accumulate points for rewards. Administrators, teachers, parents, and students are all able to track their points on the Kickboard platform.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy:	The school believes that by rewarding positive behavior, students will be more inclined to decrease negative behaviors and exhibit those favorable.
Rationale for Evidence-based Strategy:	According to the Center for Student Achievement Solutions, positive reinforcement has large benefits that include- minimal lost instructional time due to behavioral concerns, increased student engagement, improved student confidence, positive classroom environment, and increased motivation. https://www.csas.co/classroom-management-positive-reinforcement/

Action Steps to Implement

1. Developed discipline scale (teachers intervene before administration steps in)
2. Plan the merit rewards in advance and secure field trips/sponsors
3. Train teachers on Kickboard platform
4. Host student orientation about Kickboard platform
5. Gave 3 week grace period for all students to adjust to the rules and expectations
6. Open house for parents to familiarize families with the kickboard platform

These action steps will be set by December 17,2021.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

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

Area of Focus Description and Rationale:	The climate survey showed that 51% of teachers agree that students are deficient in basic academic skills.
Measurable Outcome:	The school plans to achieve a 15 % increase in student academic readiness skills.
Monitoring:	The school will monitor student academic improvement and achievement through a series of diagnostic testing. Teachers will be administering diagnostic testing three times a school year to track student progress towards grade level academic skills.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy:	Teachers will be administering a baseline assessment at the beginning of the year. Students in sixth through eighth grade will be taking the IReady Diagnostic for Math and English Language Arts. Students in ninth through eleventh grade English Language Arts will be taking the APM baseline on performance matters. Students in the eighth grade will be taking a baseline assessment for Science. All students taking Biology, Civics, Algebra 1, U.S. History, and Geometry will be taking a baseline assessment at the beginning of the year. Teachers will progress monitor their students with a follow up Winter and Spring Diagnostic assessment.
Rationale for Evidence-based Strategy:	According to the ASCD, progress monitoring aids the teacher in developing differentiated instruction that targets students deficits. Through progress monitoring, teachers are able to improve their decision making in the classroom, students are able to learn more academic skills, and students are aware and responsible for their academic progress and growth. https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction

Action Steps to Implement

1. The English Language Arts department has 2 Reading Interventionist targeting the lowest 25% of students.
2. The Math department has 2 Interventionist targeting the lowest 25% of students.
3. Administration will update the Study Track to ensure students are enrolled in classes that are at accurate student level.
4. All sixth through eighth grade students will take IReady Diagnostic in Math and Reading during the Fall, Winter, and Spring.
5. All students in ninth through eleventh grade ELA will take the APM assessment on Performance Matters.
6. Students in eighth grade science, Biology, Algebra 1, Civics, U.S. History, and Geometry will take a baseline assessment.

These action steps will be set by December 17,2021.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

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

Area of Focus Description and Rationale:	The Climate Survey showed that 76% of teachers felt overwhelmed throughout the school year.
Measurable Outcome:	The school plans to achieve a 20% increase in positive sentiments towards their expectations and performance in their job duties.
Monitoring:	The school will monitor teachers stress level and work load through feedback received from their department chairs. All departments will host bi weekly meetings with their colleagues and receive feedback to share with the administration team.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy:	The school has made the third Wednesday of every month a time where teachers can meet and collaborate with one another. The fourth Wednesday of the month is set aside as a professional development meeting to help teachers learn new strategies and techniques that can be used in the classroom. All students have returned to campus resulting in only one modality of teaching. The school has employed more counselors, and interventionist which will provide support to all teachers. The school has a designated social, health and wellness committee to provide strategies for destressing. The school has an IBSC committee to assist with the implementation of the IB program. Also, a mentor/ mentee program has been established to provide support to all new teachers.
Rationale for Evidence-based Strategy:	According to Marc Brackett Ph.D, director of the Yale Center for Emotional Intelligence, and Christina Cipriano PH.D, director of research at Yale University, states in the article on EdSurge increasing support in teachers helps them feel less overwhelmed, better decision makers, improve personal and student performance, and an educators personal health and well being. https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever

Action Steps to Implement

1. The school has added more interventionist to assist students and teachers.
2. The school has added more counselors to the faculty team.
3. The school has scheduled every third Wednesday of the month as collaboration days.
4. The school has scheduled every fourth Wednesday as professional development.
5. All students are required to attend school on campus.
6. The school has implemented the IBSC committee.
7. The school has a social committee , and a health and wellness committee to provide strategies and opportunities to destress.

These action steps will be set by December 17,2021.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	The climate survey showed that 24% of our teachers agree that improvement is needed in problem-solving as a school.
Measurable Outcome:	The school plans to achieve a 15% increase in positive sentiment towards problem-solving actions.
Monitoring:	The school plans to quarterly survey the faculty to gain data regarding effective leadership.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy:	The school has increased its administration, clerical, and counseling team. The school will continue to implement its open door policy to encourage feedback from faculty.
Rationale for Evidence-based Strategy:	According to Paychex, there are benefits to implementing an open door policy such as improved communication, encouraging healthy and constructive discussions, gauging various perspectives, establishing trust, and promoting a welcoming work culture. https://www.paychex.com/articles/human-resources/open-door-policy-in-the-workplace

Action Steps to Implement

1. Increased administration to 6 members.
2. Increased clerical team to 7 members.
3. Redistributed tasks accordingly to assist a growing school
4. Promoted leadership opportunities to the entire faculty

This will be set by December 17,2021.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Compared to other high schools in the state, we ranked low in the incident scale at 132. This school year we've implemented kickboard, a discipline platform, to assist the school in maintaining the low ranking and keeping behavior consequences in house.

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.

Students: To build school culture among the student body, our school employees an activity direct who creates opportunities for students to collaborate with others. Currently our school has over 20 clubs and athletics teams. Additionally, built within the students' schedule is a ZONE period or study hall. During this study hall students are receiving life skill lessons regarding social issues of interest. During ZONE students are also able to participate in interest courses like yoga, gym, art, music, robotics, and more. Finally, the school emphasizes student leadership, placing upperclassmen in leading roles to motivate their classmates.

Teachers: To build school culture among our teachers, each teacher is encouraged to bring their hobbies and interest into the school in the form of clubs and committees. New teachers are paired with a mentor teacher to assist throughout their first year at DDCUS. All teachers have collaborative planning built into their schedules and best practices meeting to share new strategies. The administration has an open door policy, allowing teachers to voice their concerns and doubts. Finally, DDCUS has a social committee dedicated to events and destressing opportunities for teachers.

Parents: To build school culture among our parents, DDCUS encourages a minimum of 20 volunteer hours per family. We also have a PTO organization that focuses on bringing parents together and increasing involvement in school events. Additionally, each teacher has a room parent and each grade level has a parent representative. This is all done for the purpose of creating communication among all stakeholders and a sense of belonging.

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

Students: Our students assist in building school culture by joining clubs and athletics teams. Our students even create proposals for new clubs and teams. By joining these clubs/teams they model school spirit and encourage other classmates.

Teachers: Our teachers assist in building school culture by sponsoring clubs and coaching athletic teams. Teachers encourage students to participate in activities that interests them and will give them told to become a global leader. Also, teachers help their colleagues in different committees to provide activities for the students and staff.

Parents: Our parents promote positive school culture and environment by participating and volunteering for many events and activities within the school. Our PTO organization ensures all parents are given

opportunities to have an active role in the school and provides lines of communication between the school and parents.

Administration: Our administration promotes a positive culture and environment by having an open door policy for all stakeholders. Administration communicates all events and activities occurring in the school weekly with parents, students, and faculty.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00