

Miami-Dade County Public Schools

# Downtown Doral Charter Elementary School



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	41%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (67%) 2018-19: A (77%) 2017-18: A (74%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Acevedo-Isenberg, Jeannette	Head of Schools	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.
Valmana, Paloma		Works alongside the principal in providing a common vision and plan for the use of data-driven decision making and strategic planning. The assistant principal provides professional development and resources to support the dual language program and instructional programs.
Castro, Jacqueline		Lead Teacher: Provides ELA, Math, and Science support for teachers in third through fifth grade.
Alarcon, Elizabeth		Instructional Coach: Provides ELA and Math support for teachers in kindergarten through second grade.
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.
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.
Froissard, Marine		Provides guidance and expertise in the delivery of the French language program and language standards.
Monteagudo, Ileana		Provides guidance and expertise in the delivery of the Spanish language program and language standards.
Laks, Ana		Provides guidance and expertise in the delivery of the Portuguese language program and language standards.

Name	Position Title	Job Duties and Responsibilities
Soza, Nathalie		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.
Ordaz, Natalie		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.
Suarez, Vanessa		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.
Jimenez, Karla		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.

## Demographic Information

### Principal start date

Friday 3/13/2020, Stefanie Ayo

**Number of teachers with a 2022 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 2022 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

1,085

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

21

### Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	177	178	182	191	170	187	0	0	0	0	0	0	0	1085
Attendance below 90 percent	0	14	6	4	3	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	8	5	6	0	0	0	0	0	0	0	22
Course failure in Math	0	0	1	2	1	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	9	15	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	10	18	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	1	3	16	14	18	0	0	0	0	0	0	0	52

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	10	5	9	0	0	0	0	0	0	0	29

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	4	10	0	0	0	0	0	0	0	0	0	15
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

Monday 8/22/2022

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	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	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	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	0	0	0	0	0	0	0	0	3

**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	

**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	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	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	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	0	0	0	0	0	0	0	0	3

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	62%	56%				90%	62%	57%
ELA Learning Gains	71%						70%	62%	58%
ELA Lowest 25th Percentile	54%						71%	58%	53%
Math Achievement	73%	58%	50%				89%	69%	63%
Math Learning Gains	67%						74%	66%	62%
Math Lowest 25th Percentile	52%						67%	55%	51%
Science Achievement	72%	64%	59%				75%	55%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	60%	28%	58%	30%
Cohort Comparison		0%				
04	2022					
	2019	92%	64%	28%	58%	34%
Cohort Comparison		-88%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	84%	60%	24%	56%	28%
Cohort Comparison		-92%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	67%	20%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	94%	69%	25%	64%	30%
Cohort Comparison		-87%				
05	2022					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	53%	20%	53%	20%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	43	53		52	65	60					
ELL	65	64	47	66	60	47	60				
HSP	78	71	55	72	66	51	70				
WHT	79	67		78	83		82				
FRL	72	64	54	66	65	48	68				

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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	67
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	60
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	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	66
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	78
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 our lowest 25 percentile subgroups in both ELA and Math.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The learning gains in the lowest 25 percentile 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, tracking of topic assessments across the content areas, and each administrator will oversee the students within the lowest 25 percentile in order to monitor their progress closely.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math amongst the grade levels 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 the Foreign Language teacher assisting the English teacher with teaching the concepts in the language at hand.

#### 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, we have hired additional ESE teachers to assist our ESE student population. We have also added an additional 5th grade floating teacher that will assist the 5th grade team. Furthermore, we have a total of 5 interventionists that give daily interventions to our students that need to close learning gaps accordingly. We have also incorporated the new intervention program called Horizons that will enhance the intervention program and curriculum being taught at hand.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the Targeted Element of Differentiated Instruction. 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 levels.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement differentiated instruction, then our lowest 25% subgroup will increase by a minimum of 10 to 15 percentage points as evidenced by the 2023 state assessments. In the 2023-2024 school year climate survey, the percentage of teachers reporting the students' deficiencies in basic academic skills will decrease, as well.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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 differentiated instruction. 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. In addition, we will closely monitor the results of the FAST PM1, PM2, and PM3.

**Person responsible for monitoring outcome:**

Paloma Valmana (pvalmana@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the targeted element of differentiated instruction, 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. We will also implement focused walkthroughs that allow the administrators to carefully ensure that all educational components are being met.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 through the student reports from the FAST PM1, PM2, and PM3.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct teacher training on differentiated instruction and data driven instruction.

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

Provide training to teachers on using digital platforms and resources to create individualized instructional plans that are aligned to the B.E.S.T. Standards.

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

Conduct quarterly data chats.

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

Teachers will provide feedback on differentiated instruction and implementation of lessons to the presenter of the professional development by November 2, 2022.

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

Administration will conduct walkthroughs during differentiated instruction time through December 16, 2022.

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

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the targeted element of student engagement within our school setting. We selected the area of student engagement based on our findings that 34% of students feel that their classmates do not follow rules. It is evident that we must improve our ability to ensure all students follow school rules for the safety and well being of all involved in our school.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the targeted element of student engagement, then the percentage of students who feel that their classmates do not follow rules will decrease in a positive manner. This school year, we will implement the Kickboard platform which is a discipline tracker that allows all parties involved the ability to track each student's behavior throughout the day whether it be positive or negative.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The leadership team will actively monitor the Kickboard platform to ensure that students take accountability for their actions. The administrators will receive alerts through their cell phones regarding any severe behavior cases that must be addressed immediately.

**Person responsible for monitoring outcome:**

Jacqueline Castro (nodaj@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the targeted outcome of student engagement, our school will focus on the evidence based strategy of the Kickboard platform. The Kickboard platform will ensure that the students have a clear understanding of the school expectations and a clear focus on how they can continue to incorporate the core values on a daily basis while being a global leader, as well.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The Kickboard platform will ensure that students, teachers, and staff members are focused on how to effectively implement Kickboard in our school in a positive manner that will ensure all students take accountability for their actions whether positive or negative.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide a Kickboard platform training to all staff members.

**Person Responsible**

Jacqueline Castro (nodaj@dadeschools.net)

Administration will closely monitor any severe cases through the notifications received on their cell phones by Kickboard.

**Person Responsible**

Jacqueline Castro (nodaj@dadeschools.net)

Teachers and students will discuss strategies on how to successfully implement Kickboard in the classroom setting that meets and fits the needs of each particular classroom.

**Person Responsible**

Elizabeth Alarcon (ealarcon@dadeschools.net)

The Kickboard store has been established on the DDCES website and will continue running through December 16, 2022.

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

The morning news segments on the DDCES website are focusing on one of the DDCES MAGIC strands per day through December 16, 2022.

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

### #3. Positive Culture and Environment specifically relating to All Staff Members, Students, Parents, and the Community

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the student climate survey our school will implement the targeted element of positive behavior intervention. Through our data review, we noticed that about 31% of our students believe that our school counselors do not help with school and personal problems. We recognize the need to implement positive behavior support strategies to increase positive patterns on how to manage personal and mental health situations.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted element of positive behavior interventions, it will facilitate our students' self regulation of positive behavior pertaining to PBIS. With consistent implementation of constant positive behavior supports, there will be an increase of students positively managing any personal situations they may have with the guidance and support of our school counselors.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

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 through the Cloud9 platform our school purchased. 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.

**Person responsible for monitoring outcome:**

Elizabeth Alarcon (ealarcon@dadeschools.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

To ensure we are on track to meeting the outcome above, teachers will discuss positive behavior practices and observable behaviors during grade level meetings.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Positive behavior interventions and support will assist in increasing the students' accountability of their behavior. The strategies will provide teachers with tools to use to reframe negative behaviors into positive outcomes. In addition, with the Cloud9 platform, the counseling team will be able to address any topics at hand that are occurring in a classroom setting.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

The School Counselors are visiting the classrooms and conducting positive behavior lessons that students can incorporate into their daily routines using the Cloud9 platform.

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

Teachers will implement the PBIS strategies within the school community.

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

The Mental Wellness Club meets every Monday through December 16, 2022 to emphasize PBIS strategies that students can use on a daily basis.

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

The Kickboard store on the DDCES website will continue to be implemented through December 16, 2022 to continue encouraging students to exhibit PBIS behavior.

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

**#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on qualitative data from the 2021-2022 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. For this school year, we have established a Dolphin Loyalty program that will reward the teachers who fulfill their yearly contract and that remain committed to our school.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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, build relationships, and invest in the school family culture. The percentage of teachers who frequently feel overloaded and overwhelmed will decrease by 10% during the 2022-2023 school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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 throughout the school year.

**Person responsible for monitoring outcome:**

Elizabeth Alarcon (ealarcon@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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. We will also be conducting more frequent events, such as happy hours, staff recognition at faculty meetings to ensure all staff members always feel highlighted and supported.

**Rationale for Evidence-based Strategy:**

Generating momentum to accomplish school goals will assist in aligning teachers in

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

becoming active stakeholders in carrying out the school's mission. Throughout the process, the leadership team will create buy-in and in turn will increase teacher retention.

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Conducting quarterly teacher reflection surveys.

**Person Responsible**

Elizabeth Alarcon (ealarcon@dadeschools.net)

Administration is providing opportunities for staff members to visit and observe other teachers in the classrooms. Administrators are also visiting the classes in order to conduct model lessons for the teachers.

**Person Responsible**

Paloma Valmana (pvalmana@dadeschools.net)

Administration will continue appreciating their faculty and staff members through the Dolphin Loyalty Program and Terrific Team Tuesdays throughout the months of November and December.

**Person Responsible**

Stefanie Ayo (svergara@dadeschools.net)

Administration is attending grade level meetings though December 16, 2022.

**Person Responsible**

Paloma Valmana (pvalmana@dadeschools.net)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### **Describe how the school addresses building a positive school culture and environment.**

DDCES addresses building a positive school culture and environment through 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 school culture and environment.**

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 Kickboard as a discipline tracker platform.
- Uses Cloud9 platform to conduct counseling presentations in the classroom setting.
- 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 there by 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.