Downtown Doral Charter Upper School

2022-23 Schoolwide Improvement Plan

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Downtown Doral Charter Upper School

7905 NW 53RD ST, Doral, FL 33166

www.ddcus.org

Demographics

Principal: Kim Ortiz

Start Date for this Principal: 4/5/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (66%) 2018-19: A (90%) 2017-18: 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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
High School 6-12	No	39%

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	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 Upper School's mission is to provide our students with a comprehensive dual curriculum bicultural/bilingual education through language acquisition and innovative programs, facilitated by a highly-qualifi 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
For each member of the school leadership team, select the employee name and email address from the dropdow the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Chavez, Jessica	Assistant Principal	
Cabrera, Ashley	Teacher, K-12	

Demographic Information

Principal start date
Monday 4/5/2021, Kim Ortiz

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective
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: Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
71

Total number of students enrolled at the school
1,500

Identify the number of instructional staff who left the school during the 2021-22 school year.
16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
25

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level th[...] each early warning indicator listed:

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Number of students enrolled	0	0	0	0	0	0	217	215	208	281	183	163
Attendance below 90 percent	0	0	0	0	0	0	4	13	19	40	28	41
One or more suspensions	0	0	0	0	0	0	0	4	10	26	14	10
Course failure in ELA	0	0	0	0	0	0	2	2	2	5	29	17
Course failure in Math	0	0	0	0	0	0	1	15	13	16	34	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	9	11	37	53	32	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	34	4	13	38	47	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	14	42	53	46	43

Using the table above, complete the table below with the number of students by current grade level wh[...] two or more early warning indicators:

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	1
Students with two or more indicators	0	0	0	0	0	0	9	9	26	40	50	34	3

Using current year data, complete the table below with the number of students identified as being "ret[...]

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

Date this data was collected or last updated

Monday 8/29/2022

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

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Number of students enrolled	0	0	0	0	0	0	198	197	334	161	163	242
Attendance below 90 percent	0	0	0	0	0	0	2	0	6	6	8	14
One or more suspensions	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
Course failure in Math	0	0	0	0	0	0	2	23	102	1	34	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	21	52	21	37	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	14	41	15	34	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	22	56	22	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												
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	4	31	87	14	39	44	

The number of students identified as retainees:

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	
Retained Students: Current Year	0	0	0	0	0	0	1	0	39	2	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	4	0	0	0	

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

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	
Number of students enrolled	0	0	0	0	0	0	198	197	334	161	163	242	
Attendance below 90 percent	0	0	0	0	0	0	2	0	6	6	8	14	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	2	23	102	1	34	27	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	21	52	21	37	50	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	14	41	15	34	35	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	22	56	22	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												
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	4	31	87	14	39	44	

The number of students identified as retainees:

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	
Retained Students: Current Year	0	0	0	0	0	0	1	0	39	2	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	4	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 (elemen
middle, high school, or combination schools).

School Grade Component	2022			2021			2019	
	School	District	State	School	District	State	School	Distr
ELA Achievement	68%	54%	51%				94%	59%
ELA Learning Gains	59%						83%	54%
ELA Lowest 25th Percentile	47%						84%	48%
Math Achievement	70%	42%	38%				94%	54%
Math Learning Gains	68%						93%	52%
Math Lowest 25th Percentile	73%						92%	51%
Science Achievement	53%	41%	40%					68%
Social Studies Achievement	71%	56%	48%					76%

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 d

ELA							
Grade	Year	School	District	School-District Comparison	State		Sch State Compa
06	2022						
	2019	93%	58%	35%	54%		39
Cohort Comparison							
07	2022						
	2019						
Cohort Comparison		-93%					
08	2022						
	2019						
Cohort Comparison		0%					

MATH							
Grade	Year	School	District	School-District Comparison	State		Sch State Compa
06	2022						
	2019	93%	58%	35%	55%		38
Cohort Comparison							
07	2022						
	2019						
Cohort Comparison		-93%					
08	2022						
	2019						
Cohort Comparison		0%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State		Sch State Compa
06	2022						
	2019						
Cohort Comparison							
07	2022						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	Sch State Compa
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	Sc Mi St
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	Sc Mi St
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	Sc Mi St
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	Sc Mi St
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	Sc Mi St
2022					
2019					

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 Ra 2020-2
SWD	40	46	32	42	54	67	32	57		
ELL	45	50	44	60	63	70	38	54	74	
ASN	82	73								

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 Ra 2020-2
HSP	67	59	46	70	67	73	53	69	81	
WHT	79	63		84	67		47	93	82	
FRL	60	57	43	61	66	71	47	70	77	

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 Ra 2019-2
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 Ra 2017-1
ELL	92	82	88	86	95	92				
HSP	93	82	83	93	92	91				
FRL	91	87		91	96					

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)
OVERALL Federal Index – All Students
OVERALL Federal Index Below 41% All Students
Total Number of Subgroups Missing the Target
Progress of English Language Learners in Achieving English Language Proficiency
Total Points Earned for the Federal Index
Total Components for the Federal Index
Percent Tested

Subgroup Data
Students With Disabilities
Federal Index - Students With Disabilities
Students With Disabilities Subgroup Below 41% in the Current Year?
Number of Consecutive Years Students With Disabilities Subgroup Below 32%

English Language Learners
Federal Index - English Language Learners
English Language Learners Subgroup Below 41% in the Current Year?
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?
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?
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?
Number of Consecutive Years Black/African American Students Subgroup Below 32%

Hispanic Students
Federal Index - Hispanic Students
Hispanic Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Hispanic Students Subgroup Below 32%

Multiracial Students
Federal Index - Multiracial Students
Multiracial Students Subgroup Below 41% in the Current Year?
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?
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%

White Students
Federal Index - White Students
White Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years White Students Subgroup Below 32%

Economically Disadvantaged Students
Federal Index - Economically Disadvantaged Students
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

Part III: Planning for Improvement

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

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

English Language Learners and Students with disabilities showed the lowest number of proficiency among all the
groups.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the gre
for improvement?**

The 8th grade science data demonstrated the greatest need for improvement, showing only 28% proficiency.

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

Our program accelerates our high achieving 8th graders into Biology, leaving our lowest performing students in th
traditional 8th grade science. These are the students reflected in the 8th grade science data. To assist these stud
changes in the faculty occurred, placing an experienced former Biology teacher in the 8th grade science course.

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

Our lowest 25% math proficiency scores demonstrated the most improvement, achieving a 73% proficiency comp
43% proficiency scored from the previous year.

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

Achieving a 73% proficiency score among the lowest 25% in math required a shift in faculty, placing a former hig
mathematics teacher in a lower level class to address foundational gaps. Additionally, collaboration efforts were p
between core mathematics teachers and intensive mathematic teachers.

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

The school must continue the following practices to accelerate learning among the student body.
The school must strategically plan its course progression to ensure students are sitting in
appropriate classes. The school must work towards maintaining stability within subjects,
allowing for teachers to become strong in their content. The school must continue to invest in
interventionist to provide additional support to students. 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 professio
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 impro the next year and beyond.

The school has increased leadership faculty in key areas to support and sustain various programs. These new ke include, Dean , IB Special Project Supervisor, SCSI moderator, an additional mental health counselor, and Assist Director. The addition of these new members will support the growth of school programs to accommodate with st needs.

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 Standards-aligned Instruction

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The climate survey showed that 34% of our teachers agree that students need to rece target instruction to achieve grade level proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to achieve a 15% increase in grade level proficiency in core academ (e.g. Social Studies, Science, Math, and English Language Arts).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will monitor student academic proficiency through a series of diagnostic te Teachers will be administering progress monitoring assessments three times a year, i diagnostic Testing three times a year, and Baseline Assessments administered throug year.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will be administering a Progress Monitoring Assessment at the beginning of Students in sixth through tenth grade will be taking the Progress Monitoring Assessme Math and English Language Arts. Students in sixth through eighth grade will take the i diagnostic test for Math and English Language Arts at the beginning of the year. All st taking Civics and Biology will be taking a baseline assessment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to RTI Action Network, progress monitoring is crucial in determining if stude benefitting appropriately from the standard instructional program. Through progress m helps educators identify students who are not making adequate progress and helps gu effective intervention programs for students who are not benefitting from standard clas instruction. http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model

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 resp monitoring each step.

1. All students in sixth through eighth grade will be taking the iReady Diagnostic in the Fall, Winter, and Spring for M ELA.
2. All students in sixth through tenth grade will be taking the Progress Monitoring Assessment in the Fall Winter and Math and ELA.
3. Administration will conduct data chats with all teachers to analyze the effectiveness of instruction.
4. Administration will participate in focused walk throughs.
5. Interventionist will work with the lowest 25% of students in Math and ELA on a weekly basis.
6. Workshops will be offered to the student body during ZONE to target areas of need.

Person Responsible	Jessica Chavez (chavezj@dadeschools.net)

7. Intervention lists for quarter 2 were updated based on iReady and PM data. New intervention groups will begin 1

8. Administration is hosting a team data chat on Nov 8th to discuss results of assessment and create further action target areas of improvement.

Person Responsible   Jessica Chavez (chavezj@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.	The climate survey showed that 31% of teachers believe a more progressive discipline plan needs t schoolwide.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school plans to achieve a 15% increase in positive sentiments towards the new progressive dis plan.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will monitor behavior for the desired outcome through the Kickboard platform. Administra teachers, and parents will be able to track positive and negative behavior through the Kickboard pla There will be a step by step plan and action referral, which includes hiring a SCSI moderator who w trends among student behavior and report to the Dean of Discipline for an individualized action plan
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	The school believes that having a step-by-step plan and action referral will assist teachers with esta discipline within their classrooms and providing support from the leadership team. This improved dis plan will be used and followed by all school personnel. Through this plan, students will be encourag increase the positive behaviors in the classroom and decrease negative behaviors.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to Indiana University, by having a variety of school personnel, and in different settings ac school day using the reinforcement system, the student will be more likely to generalize their approp behavior to other areas. https://www.iidc.indiana.edu/irca/articles/reinforcement-in-the-classroom.html#:~:text=Positive%20reinforcement%20is%20the%20delivery,(AFIRM%20Team%20

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 resp monitoring each step.

1. Develop a step-by-step discipline plan and action referral.
2. Implement the SCSI room.
3. There will be an increase in discipline personnel.
4. All security guards will receive more training.
5. Administration will be increasing supervision in all areas of the school.
6. Students will receive privileges for displaying positive behaviors throughout the school and within their classroom
7. Students can have privileges removed if negative behaviors are being consistently displayed.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

8. The SCSI Moderator has created a list of rewards for positive behavior based on data from Kickboard Q1. For ex skip the lunch line tickets.
9. The activities director along with the Dean have reviewed students with repeated behavior infractions in Q1 and privileges for Q2. For example, not allowed to attend class field trip.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Climate Survey showed that 35% of our teachers felt that school pride can be fostered improved.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to achieve a 20% increase in positive sentiments towards the school and sense of school pride.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school will monitor teachers positive and negative sentiments through feedback that is by the department chairs. All departments will be hosting bi-weekly meetings with their tea and share any feedback with the administrative team.
Person responsible for monitoring outcome:	Jessica Chavez (chavezj@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The school plans to increase school pride by creating traditions for our first senior class an alumni pride. The school will plan more school wide events in all areas of interest. The sch designated every 2nd and 3rd Wednesday of the month to meet with their department and colleagues to provide feedback of what strategies are working and what areas need more improvement. The school has implemented "The Year of Appreciation", which includes tea incentives and rewards issued periodically throughout the school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Thomas B. Fordham Institute, schools with positive cultures have shared narr habits of mind, and effective ways of getting things done. There is a clear vision for excelle helps to flexibly respond to challenges, craft solutions, and reinforce practices that promote success. https://fordhaminstitute.org/national/commentary/how-instill-positive-school-culture?gclid=EAIaIQobChMIjl6s153s-QIVa8mUCR3MZQ82EAAYBCAAEgIF1fD_BwE

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 resp monitoring each step.

1. Create traditions for the Senior class.
2. Create social events.
3. Administration will increase the appreciation of all staff members.

Person Responsible Jessica Chavez (chavezj@dadeschools.net)

4. The activities director along with the dean have created graduation pods. Seniors groups by pods that will partici graduation workshops in preparation for their HS graduation.
5. The head of school coordinated a faculty appreciation trip to an Orlando park free of cost for the faculty.

Person Responsible [no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning that meet the needs of all students, people who are sure of their roles and relationships in student and a culture that values trust, respect and high expectations. Consulting with various stakeholder critical in formulating a statement of vision, mission, values, goals, and employing school improv strategies that impact the school culture and environment. Stakeholder groups more proximal to th include teachers, students and families of students, volunteers and school board members. B stakeholder groups include early childhood providers, community colleges and universities, social and business partners.

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 activities director and athletic d create opportunities for students to collaborate with others by participating in school events.
Currently our school has over 20 clubs and athletics teams. Additionally, built within the students' schedule is a ZON During this ZONE period students are able to sign up for interest based courses such as, yoga, robotics, planting, ca planning, music, study skills, and more. Finally, the school emphasizes student leadership, placing upperclassmen i 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 grade level have parent representatives to encourage involvement promote school initiatives among the parent population. The school will initiate quarterly parent social events .This is the purpose of creating communication among all stakeholders and a sense of belonging.

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

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 provide opportunities for their develo Also, the faculty is welcoming of each other and provide help among themselves when necessary. They bring up inr ideas and propose new policies or programs they believe to be effective.

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 ha

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. The administration listens attentively to all stakeholders and respond in a
manner when action is required.