

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Design and Architecture Senior High School (7081)

Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Dr. Stacey Mancuso

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Design and Architecture Senior High School is a premiere design magnet senior high school located in Miami, Florida. The student population is drawn from all of Miami-Dade County to specialize in industry fields, including architecture/interior design, industrial design, graphic design, fashion design, film and entertainment and fine arts. The student body is made up of a wide range of ethnicities, cultures and socioeconomic levels. Students are selected based on a rigorous audition process that determines their potential to succeed in the specific design fields.

The school located at 4001 NE 2nd Avenue, Miami Florida, and is situated on three acres in the Miami Design District and is housed in renovated showroom designed by a renowned architectural firm. The historic neighborhood has recently undergone a revitalization updating design showrooms of furniture, art and antique galleries, and professional design offices. The design community has enthusiastically embraced the school and students providing active partnerships that bring a variety of resources including supplies, local internships, changing art exhibits, and the exposure to the world-class event of Art Basel.

DASH came into existence in 1990 through a Saturn Proposal for a magnet school program to address the needs of artistically talented students who sought specialized instruction in design careers. Presently the design areas include architecture/interior design, industrial design, fashion design, visual communication, entertainment technology, and fine arts. The combination of high academic and artistic expectations provides an educational environment based on innovation, perseverance, and excellence. The results are evident in the high-level college placement of 100% and the scholarships offered to the 106 seniors in the class of 2007 in the amount of 9.6 million dollars.

The enhanced curriculum provided for all students in grades 9-12 exceeds the state and district requirements with the completion of 32 high school credits including dual enrollment credit through Florida International University and numerous Advanced Placement courses. A block schedule and an extended day format are used to accommodate the eight annual courses. This college preparatory program includes honors, gifted, Advanced Placement offerings in both academics and design, and dual enrollment courses in design. Parallel services are provided for students identified for Special Education (SPED) and English Language Learners (ELL). Spring 2007 FCAT scores indicated that in Reading, DASH had 2 Level 1 and 11 Level 2 students in the 9th grade, and 6 Level 1 and 20 Level 2 students in the 10th grade. Math scores indicated that in 9th grade there were no Level 1 students and 8 Level 2 students, and 1 Level 1, and 3 Level 2 students in the 10th grade. Scores further indicated that 81% of Hispanics scored at grade level or above in Reading. Math data was not available for Hispanics, nor was Reading or Math data available for Blacks because they make up less than 30% of the school population. Finally, 68% of Economically Disadvantaged students scored a three or above in Reading and 90% of Economically Disadvantaged students scored a three or above in Mathematics. Science scores indicated there were 3 Level 1 students and 26 Level 2 students in the 11th grade. Students must maintain a minimum of a 2.5 grade point average in academic courses and a 3.0 grade point average in design courses. The four-year program establishes the framework for students to apply for national scholarships and college acceptance.

DASH is a Regional Center III school that recruits from the entire district and reflects the unique multi-cultural community-at-large. All students must apply and pass an audition for acceptance. Transportation is provided by school bus and public transportation from all of Miami-Dade County. The total of 484 students in grades 9-12 is comprised of 14% Black, 28% White, 54% Hispanic, and 4% other racial/ethnic groups. The gender ratio is composed of 41% males and 59% females. The diverse socio-economic status of our students is reflected by 36% percent of the students participating in the free or reduced lunch program. The teacher/student ratio is 1:24 in regular courses and 1:5 in SPED classes. Student attendance is calculated annually to be 95.45% on a daily average basis. Although DASH continues to make Adequate Yearly Progress, it strives to improve number of students achieving a level 3 or above in reading. One hundred percent of seniors graduate and 100% are enrolled in a four year college or university.

DASH is a recipient of the Annerberg Challenge Grant which was designed to implement a program in Entertainment Technology in four high schools in Miami. It was also awarded the National Blue Ribbon Schools Program which recognizes schools throughout the nation that excel in continually assessing and improving the quality of education.

The students and staff at DASH share an atmosphere of respect based on energy, enthusiasm, and individuality. The principal has established high standards by which all students, faculty and staff perform to ensure the highest level of success. The school employs 58 full-time staff members. There are 2 administrators, 3 lead teachers, 38 classroom teachers, 3 counselors, 1 media specialist, 7 clerical, 7 custodians, 4 security monitors, 4 cafeteria workers and 2 technical support personnel. Additionally, there are 5 adjunct professors. The faculty is comprised of 46% females and 54% males. The ethnic breakdown is 54% White, 14% Black, and 32% Hispanic. Forty-nine percent of the faculty members have attained advanced degrees. A 50-minute lunch/planning time provides common meeting time for the entire faculty and weekly opportunities to meet as departments or grade level instructional improvement teams. The collaboration and shared responsibilities of the staff contribute to a high level of professionalism and job satisfaction. Staff turnover is low and consequently there are few new teachers at the school each year.

The school leadership team is a collaborative model executed by the principal, assistant principal and five members of the Lead Team. The members include the activities director, student services chairperson, career specialist, magnet lead teacher, and operations lead teacher. In accordance with the Saturn Proposal the Lead Team shares the organization and implementation of recruitment, counseling, testing, internships, transportation, activities, and scheduling.



School Improvement Plan

2007-2008



The DASH Advisory Board was established in 1999. The forty members meet monthly to provide resources and share their professional expertise with the school. The members come from the local design community and education including architects, industrial designers, interior designers, video producers, fashion marketing executives, journalists, creative directors, advertising executives, university officials, school district representatives, and a school board member. They have coordinated design workshops for the students with international designers, initiated projects for students to collaborate with professional designers on community projects, initiated awards and scholarships for students, and actively participate in school events. The DASH Advisory Board works closely with the PTSA and the staff to promote the goals of the school.

The Educational Excellence School Advisory Council (ESSAC) proposes the following objectives for the 2007-2008 School Improvement Plan:

Given instruction utilizing the Sunshine State Standards (SSS), students in grades nine through ten will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards (SSS), students in grade nine through grade ten will demonstrate skilled proficiency in Mathematics as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Mathematics Test.

Given instructions using Sunshine State Standards (SSS), the grade ten students will demonstrate their skilled proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade 11 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given school wide emphasis on community and parental involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

Given the emphasis to create a safety learning environment, the 2008 Safety-to-Life Inspection will indicate correction and/or completion of 100% of the items cited as deficient during the 2007 Safety-to-Life inspection.

Given an emphasis on the use of technology in education, 100% of the teachers will be trained and utilize electronic gradebook to record student grades and attendance.

Given the results of the 2006-2007 performance results, students in physical education classes will maintain the performance level of 100% meeting or exceeding the minimum requirements by the district on the 2007-2008 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

In keeping with the district initiative of High School Reform, the internship program will increase 11th and 12th grade student participation by 5% as documented by an internship roster.

Given the parameters of Return on Investment(ROI), the school will improve its ranking on the next available State of Florida ROI Index publication.

Given school wide focus on the graduation rate and on drop out prevention, the school will maintain the 100% senior class graduation rate .

According to the Spring 2007 Organizational Performance Improvement Snapshot(OPIS), Design and Architecture Senior High School scored a 4.0 in the area of Strategic Planning addressing stakeholder involvement. Faculty and staff expressed a desire to be more involved in the decision making processes of the school. School leadership will include increased participation from instructional leaders in the decision making process affecting their departments and teachers including the following: purchase of books and materials, curriculum development for the 2008-2009 school year, and teacher assignments.

Results indicate an overall score of 4.1 in the Performance Results area. The school will increase faculty and staff awareness of finances and facilitate a comfortable working environment.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7081 - DESIGN AND ARCHITECTURE SENIOR HIGH SCHOOL

VISION

The vision of Design and Architecture Senior High (DASH) is to provide a student centered education for talented students to become confident and innovative thinkers through interdisciplinary challenges in the visual arts and academics in preparation for college and a career in the design world.

MISSION

The mission of Design and Architecture Senior High School (DASH) is to provide a high level, integrated education in design and academics where the principal directly makes an impact by providing strong instructional leadership. Additionally, both traditional faculty members and career professionals will facilitate learning within an industry standard educational environment. The fulfillment of the school's mission will produce students who are prepared to solve problems of the built and natural environment and to contribute to their community in the areas of architecture, interior design, industrial design, fashion design, visual communications, entertainment technology, and the fine arts.

CORE VALUES

Excellence

Students and staff members strive for excellence, maintaining the highest standards in in the arts and academics.

Integrity

Students and staff maintain positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

Students and staff foster an environment that serves all students all while maintaining the pursuit of excellence.

School Demographics

Design and Architecture Senior High (DASH) is a premiere public magnet high school in Miami-Dade County, Florida, with an rigorous academic and arts education in design industry fields of architecture, interior design, industrial design, fashion, visual communications, entertainment technology and fine arts. The school serves as a prototype for design high schools emerging across the nation.

The school located at 4001 NE 2nd Avenue, Miami Florida, and is situated on three acres in the Miami Design District and is housed in renovated showroom designed by a renowned architectural firm. The historic neighborhood has recently undergone a revitalization updating design showrooms of furniture, art and antique galleries, and professional design offices. The design community has enthusiastically embraced the school and students providing active partnerships that bring a variety of resources including supplies, local internships, changing art exhibits, and the exposure to the world-class event of Art Basel.

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The DASH Advisory Board was established in 1999. The forty members meet monthly to provide resources and share their professional expertise with the school. The members come from the local design community and education including architects, industrial designers, interior designers, video producers, fashion marketing executives, journalists, creative directors, advertising executives, university officials, school district representatives, and a school board member. They have coordinated design workshops for the students with international designers, initiated projects for students to collaborate with professional designers on community projects, initiated awards and scholarships for students, and actively participate in school events. The DASH Advisory Board works closely with the PTSA and the staff to promote the goals of the school.

The Annerberg Challenge Grant was designed to implement a program in Entertainment Technology in four high schools in Miami.



School Improvement Plan 2007-2008



The National Blue Ribbon Schools Program recognizes schools throughout the nation that excel in continually assessing and improving the quality of education.

DASH HIGHLIGHTS OF EDUCATIONAL SUCCESS

SCHOOL RECOGNITION

"The 100 Best High Schools in America" DASH ranked #85, Newsweek 2007

Advanced Placement Recognition as International Leader in AP Studio Art Exam for largest number of African Americans and Hispanics earning college credit in AP

"A" School in Governor's A+ Plan – 7th consecutive year

Top score of all high schools in Miami-Dade County in Governor's Program 2006

FCAT Scores 2007 – Florida Comprehensive Achievement Test

One of the top two high schools in reading, math and science

Top high school in writing 10th grade

Class of 2007:

100% Graduation Rate – 100% planning to attend college

\$9.6 million in scholarships offered to class of 106 seniors

77% students offered Merit Scholarships; 70% accepted

58% received Bright Futures Scholarships

100% college enrollment: 48% enrolled in out of state colleges, 52% in state

87% enrolled in four-year colleges; 13% enrolled in two-year colleges

73% majoring in architecture, art/design programs

Advanced Placement courses in 16 AP subjects submitted 500 tests from 244 students

Advanced Placement passing 66% rate by scoring 3 or higher

Dual Enrollment with Florida International University for college credits, 10 design courses

Internships with professional designers provided for 72 senior and junior year students

Best Practices Study of the Florida School Report, Council for Educational Change

STUDENT AWARDS

National Foundation Art Awards 2006:

Two Finalists, Four Honorable Mentions, Eight Merit Awards

Miami Herald Silver Knight

2006: Three Honorable Mentions - Art, Social Studies and Vocational; 2005:

Honorable Mention in Art and Vocational; 2004 Silver Knight Recipient in Art

Regional Scholastics Art Awards 2007: 14 Portfolio Finalists; 3 American Vision Awards

10 Gold Keys; 20 Silver Keys

National Scholastics Art Competition 2007: Six National Silver Portfolio Awards;

1 American Vision Award; 2 Gold Awards; 5 Silver Awards

National Scholastics Writing Competition 2007 - Regional: 5 Gold Keys, 6 Silver Keys,

National: 1 American Voice, 1 Silver Award

Experiment in International Living Scholarships to Argentina, Germany, Italy, France

Entertainment Industry Incubator Collaboration Short Film Contest

First Place 2002 and 2003, Second Place 2004

Palm Beach International Film Festival: Best Animation 2006

Houston Worldfest Film Festival: Bronze Award for "Lost and Found"

Miami Children's Film Festival 2006: Best Music Adaptation; Best Directors,

Best Cinematic Value, Best Picture High School and Best Videography.

Telly Award for Outstanding achievement (international competition).

Latino Art Beat Festival 2006: Best Animation 9/4/07

STAFF AWARDS

Principal of the Year 2005 Florida Art Education Association

Florida Recognition Incentive 2001 through 2006

Performance Based Award for Highest Learning Gains 2005

Advanced degrees of full time staff: 49%

Four National Board Professional Teaching Standards Certificates

Five National Scholastics Teacher Recognitions

National Council Teacher of English Award in Writing 2004

International Society for Technology Education – 2004 Outstanding Teacher

The MacMillan/McGraw-Hill 2003 Queen Smith Award for Outstanding Urban Educator

DASH ADVISORY BOARD

The DASH Advisory Board has 36 volunteer members who represent the local design and



School Improvement Plan 2007-2008



education communities including architects, industrial designers, interior designers, video producers, fashion marketing executives, journalists, creative directors, advertising executives, university officials, alumni, school district representatives and a former school board member. More than half of the board members serve as mentors to seniors in internships. They provide curricular input in specific design programs, fieldtrips, speakers, and community resources to enhance school programs.

The board fund raised to install the "sky mark" sculpture entitled: "Kids" by Roberto Behar & Rosario Marquardt and for the DASH PTSA in scholarships and student activities. Members of the advisory board were instrumental in initiating a student division of the Clio Awards, visiting artists and designers

PUBLICATIONS

- "Almost Famous" Ocean Drive, October 2006. (Bakti Baxter, Alumnus, DASH Class of '98).
- "The 100 Best High Schools in America" Newsweek, May 2005, 2006, 2007.
- "Setting the Stage" Miami Herald, February 2007. (Daniel Arsham, DASH Alumnus Class of 99).
- "Ex-DASH student caught in whirlwind Bravo Show." Miami Herald, March 11, 2007. (Carisa Perez-Fuentes, DASH Alumnus Class of '98).
- "Miami-Dade could adopt plan to start career themed academies." Miami Herald, March 26, 2006.
- "Brilliant Lighting: Pablo Pardo lights up young minds at DASH" Florida InsideOut, Jan/Feb 2006.
- "DASH-ing Through to Grow" VIP Guide Miami, Number 7, 2005.
- "Design School: Converse Wade, Designer: Duane Lawrence." SLAM presents KICKS, Fall 2005 (DASH Alumnus, Class of 2000.)
- "Education by Design" DWELL, April/May 2005.
- "School is In!" and "Esteban Cortazar, Class of '04, dishes on DASH" The Daily, Sept. 2004.
- "Business gets behind a high school: Design and Architecture Senior High's formula for success." Miami Herald Business Monday, May 31, 2004.
- "Silver Knights honored in Dade." Miami Herald, May 5, 2004.
- "DASH Across the Street." The Sun Post, April 22, 2004.
- "DASH Students Take on the 'Clio Challenge.'" Biscayne Boulevard Times, April 2004.
- "In the News." Ocean Drive Magazine, April 2004.

School Foundation

Leadership:

The Leadership Assessment portion of the Spring 2007 Organizational Performance Improvement Snapshot reflects an overall score of 4.2. Analysis of the areas in this category indicates that Design and Architecture Senior High School faculty and staff are aware of the school's mission and that they are satisfied with the way leadership shares information about the school. They are also pleased with career advancement opportunities, and the way their supervisor shares information regarding the school, and encourages learning, professional growth and development and for faculty and staff.

District Strategic Planning Alignment:

The Strategic Planning category of the Spring 2007 Organizational Performance Improvement Snapshot received an overall score of 3.9. Results indicate faculty and staff satisfaction with knowledge on how future plans will affect their work but would like more input regarding the school's future plans.

Stakeholder Engagement:

The Stakeholder Engagement section of the Spring 2007 Organizational Performance Improvement Snapshot indicates a score of 4.3. Faculty and staff felt satisfied with their ability to make decisions to solve problems for their customers, and they felt their customers were successful in expressing their needs. They also felt very comfortable with the level of communication between stakeholders.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot survey indicates a score of 4.1 in this category. Faculty and staff indicated feeling that they are in a safe working environment where people cooperate and work successfully as a team. Results also indicate that the faculty feels they can effect changes that will improve their work. They also indicated that they felt their supervisor cares for them, that their work is recognized and that they are encouraged to develop job skills, which enhance professional growth opportunities.

Data/Information/Knowledge Management:

The Spring 2007 Organizational Performance Improvement Snapshot survey indicates a score of 4.1 in this category. The results in this area indicate a high level of satisfaction. Faculty and staff felt strongly about their ability to evaluate their work, how to analyze changes necessary to improve their work, and how to gauge their work's contribution to overall improvement at their work site.

Education Design:

This category received a score of 4.2, indicating faculty and staff feel they have control over their work processes. The results further indicate faculty and staff are satisfied with the resources available to them and the procedures in place at the work site.

Performance Results:

The Performance Results category of the Spring 2007 Organizational Performance Improvement Snapshot received an overall score of 4.1. Faculty and staff indicated satisfaction with their quality of work. Furthermore, they indicated their work location has high standards and ethics as reflected by the quality of their work. Finally, they felt their work location utilizes time and talent efficiently, that it contributes to the community and that it is compliant with laws and regulations. Faculty and staff indicated they would like additional knowledge regarding school finances.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction

Students struggling in Math and Reading are placed in Intensive Reading and Intensive Math Courses. Additionally, they receive Saturday tutorials for 5 consecutive Saturdays preceding the FCAT test, and lunch time tutoring throughout the year. In critical cases students are provided with individual tutoring. Students identified at risk of scoring below a Level 3 in science participate in Saturday tutorials covering all science content clusters. For additional information refer to the strategies in the Mathematics, Science and Reading Goal section of the 2007-2008 School Improvement Plan .

Responsibility of Teaching Reading for Every Teacher

Every teacher supervises 30 minutes of independent reading on a daily basis. Additionally, reading assignments are incorporated into every lesson plan.

Quality Professional Development for Teachers and Leaders

Teachers are encouraged to attend district and state sponsored in-service and training activities relating to their subject area. Advanced Placement (AP) teachers are also encouraged to attend AP local and national seminars and conferences. In-house training and professional development sessions are offered during Early Release days.

Small Learning Communities (SLC)

DASH is a magnet school where all students are required to take course work in a particular program of choice. Courses offered in these clusters address student interests, learning styles, and strengths.

Intensive Intervention in Reading and Mathematics

Refer to the strategies in the Reading and Mathematics sections of the 2007-2008 School Improvement Plan.

Course Choice Based on Student Goals / Interests / Talent

DASH students have an eight period day providing a foundation program and three years of intensive study in a design major such as Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design or Film and Entertainment.

Master Schedules Based on Student Needs

Students in 11th and 12th grades take 2 courses in their major together with a fine arts foundation course. A wide range of elective courses is offered to meet student needs and interests.

Parental Access and Support

Refer to the strategies under the Parental Involvement Goal section of the 2007-2008 School Improvement Plan.

Applied and Integrated Courses

The Internship Program provides students with the opportunity to understand the relationship between subjects and relevance to their future. It prepares them for the workforce and exposes them to industry experience.

Academic and Career Planning

The College Assistance Program (CAP) Advisor, Career Specialist, Internship Coordinator, and Counselors work closely together to ensure students meet graduation requirements, follow a challenging curriculum, and maintain academic excellence. The CAP Advisor guides students through the college application process to ensure that seniors meet all application requirements and deadlines. One hundred percent of DASH Seniors graduate and are enrolled in a four year college or university. Eighty percent of DASH seniors participate in an Internship Program in local design labs, architectural firms, and other design career related businesses.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Student achievement in reading will increase annually.

Needs Assessment

A review of the data attained from the 2007 FCAT Reading Test indicates that 82% of the students met high standards. Students not meeting high standards in reading was 18%. All major subgroups are meeting adequate yearly progress as follows: Black students scored NA (total Black students is less than 30% of total population), Hispanic students scored 81%, and White students scored 91%.

In grade nine, 78% of students met high standards in Words/Phrases, 75% in Main Idea/Purposes, 82% in Comparisons and 78% in Reference/Research. Most assistance will be directed to Main Idea/Purposes.

In grade ten, 83% of the students met high standards in Words/Phrases, 75% in Main Idea/Purposes, 82% in Comparisons, and 78% in Reference/Research. Most assistance will be directed to Main Idea/Purpose, and Reference/Research.

These needs are being addressed through specific strategies in all courses and reading tutorial sessions.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction utilizing the Sunshine State Standards (SSS), students in grades nine through ten will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Intensive Reading courses for identified students in grade nine, ten and eleven who scored below 3 on the reading portion of the 2007 FCAT.	Principal Assistant Principal Student Services Chairperson	8/20/2007	6/05/2008	Continuous Improvement Model	28000
Administer district interim assessment to targeted students to determine the level of skill proficiency.	Principal Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	5000
Implementation of Reading Plus Program for all students in Intensive Reading courses.	Principal, Assistant Principal, Faculty	8/20/2007	6/05/2008	District-wide Literacy Plan	10900
Provide Princeton Review Course for grade eleven students.	Principal, Assistant Principal, Counselor	8/20/2007	03/01/2008	Continuous Improvement Model	16000
Implement Saturday Tutorial Classes for targeted students in Reading Level 1 and 2.	Principal Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	4400
Following the Continuous Improvement Model to improve FCAT scores.	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Continuous Improvement Model	0
Dissegregate FCAT Reading Content Cluster data to group students for Saturday tutorials according to content cluster deficiencies.	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Reading Source Book, Language Arts series: McDougal Littell - The Language of Literature, Prentice Hall, DAR and Reading Plus.

Professional Development

Professional development will be provided for teachers in Data Analysis and Linking Data to Instruction through Instructional Improvement Teams. Staff training will include the Continuous Improvement Model Instructional Cycle, Reading Plus and the District's Literacy Plan.

Evaluation

Formal evaluation data will consist of annual spring (March) 2008 Florida Comprehensive Assessment Test (FCAT) Reading test for students in grade nine and ten, and District Interim Assessments in reading to determine students' knowledge of tested benchmarks. Monitoring will be done through the use of Gates-MacGinitie Reading Test (GMRT), Burns and Roe Informal Reading Inventory (IRI), as well as the pre, progress and post tests used to determine student performance progress.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Student achievement in mathematics will increase annually.

Needs Assessment

A review of the data attained from the 2007 FCAT Mathematics Test indicates that 94% of the students met high standards. Students not meeting high standards in mathematics was 6%. Additionally, 81% of our students made learning gains according to the results of the 2007 FCAT Mathematics Test.

In grade nine, 75% of students met high standards in Number Sense, 71% in Measurement, 64% in Geometry and Spatial Sense, 70% in Algebraic Thinking and 75% in Data Analysis and Probability. Most assistance will be directed to Geometry and Algebraic Thinking closely followed by Measurement.

In grade ten, 73% of students met high standards in Number Sense, 60% in Measurement, 57% in Geometry and Spatial Sense, 64% in Algebraic Thinking and 55% in Data Analysis and Probability. Most assistance will be directed to Geometry, Measurement, and Algebraic Thinking.

These needs are being addressed through specific strategies in all math courses and tutorial sessions.

All major subgroups are meeting adequate yearly progress as indicated by the disaggregated data.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction utilizing the Sunshine State Standards (SSS), students in grade nine through grade ten will demonstrate skilled proficiency in Mathematics as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Princeton Review Course for grade eleven students.	Principal, Assistant Principal, Counselors	8/20/2007	3/01/2008	Continuous Improvement Model	16000
Implement College Board math acceleration program, "Springboard," in grade 9 through 12.	Principal, Assistant Principal, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0
Allocate time for vertical and horizontal planning through weekly grade level and department meetings to monitor individual student progress.	Principal, Assistant Principal, Faculty	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify students who scored below 3 on the math portion of the 2007 FCAT to enroll in the pull-out sessions and Saturday tutorial school.	Principal, Assistant Principal, Student Services Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Disaggregate data using the FCAT Mathematics Content Cluster results to group students for Saturday tutorials according to content cluster deficiency .	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Other/ Not Applicable	0
Follow Continuous Improvement Model to Improve FCAT Scores.	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

McDougall Littell Geometry, McDougall Littell Algebra I, Springboard (College Board) and Riverdeep Mathematics.

Professional Development

Professional development will be available in: Continuous Improvement Model , College Board Program "Mathematics With Meaning", and analysis of disaggregated student data. Monitoring will take place as a component of the tutorial program assessing students using a pre-test, progress assessments, and a post-test.

Evaluation

Formal evaluation will include the annual (Spring-March) 2008 Florida Comprehensive Assessment Test (FCAT) Mathematics test for all students in grades 9, 10 and retakes. Monitoring will be provided using District interim assessments in mathematics.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Writing Statement

Student achievement in writing will be maintained annually.

Needs Assessment

An assessment of the 2007 FCAT Writing+ indicates 100% of the 10th grade students met the required state standards in writing. While specifically looking at the data identifying the types of writing prompts, 96% of the students scored 4.0 or higher on the persuasive writing prompts, 95% scored above 4.0 on the expository writing prompt, and 100% of students scored 3.5 or above on the expository, persuasive and combined writing prompts.

Analysis of disaggregated data indicates all sub groups met adequate yearly progress. However, data also shows that 26% of the students scored below 4.5. Additional writing strategies will be implemented to increase the number of students scoring 4.5 or above.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using Sunshine State Standards (SSS), the grade ten students will demonstrate their skilled proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Writing skills will be enhanced by written portion of the digital portfolio including the students' resume, artist statement and writing sample.	Principals, Assistant Principal, Faculty	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement use of journals to be used for journal activities in all Language Arts classes.	Principal, Assistant Principal, Language Arts Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0
Develop an instructional focus for faculty members that identifies writing objectives to be taught across the curriculum.	Principal Assistant Principal Faculty	8/20/2007	6/05/2008	Other/ Not Applicable	0
Follow Continuous Improvement Model to improve FCAT Writing+ scores.	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Continuous Improvement Model	0
Disaggregate FCAT Writing+ data to target areas indicating weakest student performance.	Principal, Assistant Principal, Department Chair	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Holt, Rinehart and Winston's Elements of Language

Professional Development

Professional development will be available for grade 10 teachers as follows: District approved workshops for FCAT Writing+ and rubric training for scoring student writing.

Evaluation

Evaluation will be based on the performance of students on the 2008 FCAT Writing+ to target future writing instruction and determine writing proficiency for students in grade 10. Monitoring will be accomplished using district approved monthly and quarterly writing assessments administered to grade 10 students and by individual teachers on a weekly basis.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Science Statement

Student achievement in science will increase annually.

Needs Assessment

The 2007 FCAT Science Test data indicated that 73% of the students at Design and Architecture Senior High School scored at Level 3 or above. The data revealed that in the content cluster of Physical and Chemical the achievement level was 62%, in Earth and Space 75%, in Life and Environmental 67%, and 64% in Scientific Thinking. Although above the state and district averages, additional strategies will be used to improve individual scores in the Scientific Thinking, and the Life and Environmental content clusters.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify and analyze data from the 2007 FCAT Science Test results to determine weaknesses for each science cluster (Physical/Chemical Science, Earth/Space Science, Life/Environmental Science, and Scientific Thinking) to address in curriculum improvements.	Principal, Assistant Principal, Science Department Faculty	7/01/2007	9/01/2007	Continuous Improvement Model	0
Provide equipment to increase hands-on science activities and interactive instruction.	PrincipalAssistant PrincipalFaculty	8/20/2007	6/05/2008	Academic Enrichment Opportunities	1500
Provide hourly teachers to implement Saturday tutorial classes for targeted students.	PrincipalAssistant PrincipalFaculty	8/20/2007	6/05/2008	Continuous Improvement Model	5500
Encourage students to enroll in Science courses by expanding Science curriculum.	Principal, Assistant Principal, Science Department Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	37000
Follow the Continuous Improvement Model to improve FCAT scores.	Principal, Assistant Principal, Science Department Faculty	8/20/07	6/05/08	Continuous Improvement Model	0
Disaggregate data from the FCAT Science Content Cluster results to identify the weakest student performance by grade level. Structure Saturday tutorials to address these weaknesses.	Principal, Assistant Principal, Science Department Chair	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Textbooks: Environmental Science, Addison-Wesley, 1996; Environmental Science, Botkin Keller, 2000; and Biology, Holt, 1998; Introduction to Marine Biology, Thomson Learning/Brooks/Cole, 2006; Introductory Botany: Plants, People, and the Environment, Linda R. Berg, 2007.

Professional Development

Professional development will be provided in the following: Scientific Thinking Focus Lessons, Earth and Space Science Focus Lessons, Physical and Chemical Science Focus Lessons, Life and Environmental Science Focus Lessons, Independent and Directed Reading and Continuous Improvement Model CIM and Advanced Placement Science Workshops.

Evaluation

Performance in science will be evaluated by the percentage of students scoring 3 and above on the science portion of the 2008 Florida Comprehensive Assessment Test (FCAT). Monitoring will be provided using District Interim Assessments in Science.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Parental Involvement Statement

Design and Architecture will increase school-wide parental involvement.

Needs Assessment

The School Climate Survey shows 95% of parents agree with statement "The overall climate or atmosphere at my child's school is positive and helps my child learn." Data reveals that the Parent, Teacher, Student Association (PTSA) membership enrollment in 2006-2007 was 54% of potential membership. The membership needs to increase by 5%.

Measurable Objective

Given school wide emphasis on community and parental involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement campaign to increase membership and activities in the PTSA.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Designate an employee to assist in solicitation of volunteer services, general communication, and distribution and collection of Parent School Climate Surveys.	Principal Assistant Principal Clerical	8/20/2007	6/05/2008	Continuous Improvement Model	0
Establish two quarterly mailings to parents including reports, test results and pertinent information	Principal, Assistant Principal, Counselors	8/20/2007	6/05/2008	Continuous Improvement Model	1600
Utilize ConnectEd Communication service to notify parents of important events and activities.	Principal, Assistant Principal, Lead Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Publish monthly calendar of school activities to distribute to parents.	Principal, Assistant Principal, Lead Team	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

NOT APPLICABLE

Professional Development

Increase opportunities to provide parents with Parent Academy training sessions. Include PTSA Board as official members of Dash Advisory Board to increase community and parent interaction.

Evaluation

Compare participation records from 2006-2007 to 2007-2008 using workshop/event attendance rosters and questionnaires, 2006-2007 and 2007-2008 PTSA membership roster, Educational Excellence Advisory School Council (ESSAC) meeting attendance rosters, DASH Advisory Board attendance rosters, and School Climate Survey Form.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Discipline & Safety Statement

Meet all safety-to-life and ADA requirements by installing air handler in newly renovated 3-D Lab, completing installation of upgraded fire alarm system and completing installation of public address system throughout the school.

Needs Assessment

Given the results of the 2007 Safety-to-Life inspection, correct any and all items found deficient prior to the 2008 Safety-to-Life inspection and the 2008 SACS Review.

Measurable Objective

Given the emphasis to create a safety learning environment, the 2008 Safety-to-Life Inspection will indicate correction and/or completion of 100% of the items cited as deficient during the 2007 Safety-to-Life inspection.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish and implement appropriate safety-to-life procedures for 3-D laboratory.	Principal, Assistant Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Develop a timeline for completion of 3-D Lab, fire alarm system, and ADA projects.	Principal, Assistant Principal	8/20/07	6/05/2008	Safe and High-quality Facilities	0
Provide industry standard equipment to meet safety-to-life standards.	Principal, Assistant Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	40000

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

Safety-to-Life Inspection 2008.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Improve technology skills of all students and staff.

Needs Assessment

Given the district requirement of implementation of electronic gradebook all faculty will utilize electronic gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, 100% of the teachers will be trained and utilize electronic gradebook to record student grades and attendance.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for implementation of electronic gradebook.	Principal Assistant Principal Media Specialist Faculty	8/20/2007	6/05/2008	Other/ Not Applicable	0
Designate gradebook manager to provide appropriate support for implementation of electronic gradebook.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

National Educational Technology Standards.

Professional Development

One-to-one and group staff training for use of electronic gradebook to record student attendance and grades.

Evaluation

Faculty will demonstrate technology literacy through the use and implementation of the electronic gradebook.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

All students enrolled in a Physical Education related course at DASH will maintain the requirements of the Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

Needs Assessment

The results of the 2006-2007 Prudential FITNESSGRAM Standards for Healthy Fitness Zone show 100% of the students tested met the minimum standards of passing five (5) out of six (6) testing items.

Measurable Objective

Given the results of the 2006-2007 performance results, students in physical education classes will maintain the performance level of 100% meeting or exceeding the minimum requirements by the district on the 2007-2008 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance exposure to wellness through a variety of programs including clubs encouraging health, fitness and nutrition.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Enhance exposure to health and sportsmanship through intramural sports and the athletic program.	Principal, Assistant Principal, Athletic Director	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Increase muscular strength and endurance using Nautilus weights and circuit training.	Principal, Assistant Principal, Physical Education Instructor	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

M-DCPS Physical Fitness Testing Program.
Personal Fitness for You, Stikes and Schultz, Hunter Textbooks, Inc., 1998.

Professional Development

Attend District Professional Development sessions.

Evaluation

A pre-test and post-test will be administered to all students enrolled in physical education classes during the 2007-08 school year.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Increase the number of students participating in the internship programs.

Needs Assessment

Data indicates that the amount of 11th grade students participating in internships increased by 36% from the 2005-2006 to the 2006-2007 school year. Based on school, community, and industry needs, the internship program will increase student participation.

Measurable Objective

In keeping with the district initiative of High School Reform, the internship program will increase 11th and 12th grade student participation by 5% as documented by an internship roster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Market and develop the internship program to expand the mentor pool.	Principal Assistant Principal/Career Specialist	8/20/07	6/05/08	Secondary School Reform	0
Facilitate internship and mock interview seminar for 11th and 12th grade students.	Principal, Assistant Principal, Career Specialist	8/20/2007	6/05/2008	Secondary School Reform	0
Promote internship program during subject selection.	Principal, Assistant Principal, Counselors, Career Specialist	8/20/2007	6/05/2008	Secondary School Reform	0

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

An internship roster will be maintained to include the detailed information demonstrating an increase in student internships, business partners, mentors, and performance will be documented through a formal evaluation of student internship performance.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Design and Architecture Senior High School will improve its ranking on the statewide Return On Investment index of value and cost effectiveness.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005 Design and Architecture Senior High ranked 17th percentile on the State of Florida Return on Investment Index. Data supplied by the FLDOE indicates that Design and Architecture Senior High has not received an ROI value for the 2005-2006 ranking.

Measurable Objective

Given the parameters of Return on Investment(ROI), the school will improve its ranking on the next available State of Florida ROI Index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Educate the staff about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Share use of facilities with parents, community agencies, and companies who share common goals with DASH.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources to better serve students and take advantage of a broader resource base such as private foundations and volunteer networks.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

Design and Architecture Senior High will show progress towards increasing its ranking on the next available State of Florida ROI index publication.

Graduation (High Schools Only) Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Graduation (High Schools Only) Statement

Maintain a 100% graduation rate of students in the senior class.

Needs Assessment

Based on the data derived from the Planning Scorecard, DASH had a graduation rate of 100 percent.

Measurable Objective

Given school wide focus on the graduation rate and on drop out prevention, the school will maintain the 100% senior class graduation rate .

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule intensive Math and Reading classes for students who did not pass FCAT.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide individual and group tutoring for students who do not pass the FCAT.	Principal Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide individual counseling for students who are in jeopardy of not graduating.	Principal, Assistant Principal, Counselors	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Evaluation

Track percentage of seniors graduating at the end of the 2007-2008 school year.

Other Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The Educational Excellence Advisory Council (EESAC) recommended the allocation of funds for tutoring programs to improve student achievement and for supplies for before school, after school and Saturday programs.

Training:

The Educational Excellence Advisory Council (EESAC) planned together with the school administration professional development opportunities for teachers to get familiarized with the latest development in research and technology.

Instructional Materials:

The Educational Excellence Advisory Council (EESAC) recommended the purchase of supplies for enrichment and remedial programs.

Technology:

The Educational Excellence Advisory Council (EESAC) supported the introduction of the one-to-one laptop program and the training for teachers in the use of it.

Staffing:

The Educational Excellence Advisory Council (EESAC) inquired about the possibility of acquiring hourly staff for FCAT tutorials.

Student Support Services:

The Educational Excellence Advisory Council (EESAC) recommended continuous implementation of tutoring programs designed to enhance test-taking strategies to improve FCAT scores in reading and to maintain FCAT scores in writing, mathematics, and science.

Other Matters of Resource Allocation:

The Educational Excellence Advisory Council (EESAC) supported the delination and establishment of criteria for honor roll recognition.

Benchmarking:

The Educational Excellence Advisory Council (EESAC) understood and supported the development and monitoring of School Improvement Plan objectives as an on-going process.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Educational Excellence Advisory Council (EESAC) recommended proactive disciplinary measures and Safety-To-Life considerations.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	64300
Mathematics	16000
Writing	0
Science	44000
Parental Involvement	1600
Discipline & Safety	40000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	165900



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent