
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7081 - Design and Architecture Senior High School

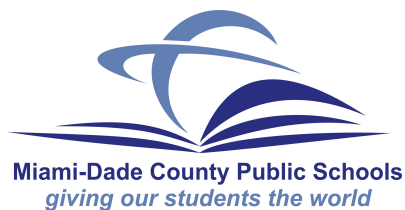
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dr. Stacey Mancuso

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Design and Architecture Senior High School

Design and Architecture Senior High School is a premiere magnet senior high school in Miami, Florida. The student population is drawn from all of Miami-Dade County to pursue interests in the design arts. The student body is made up of a wide variety of races, ethnicities, cultures and socioeconomic levels. Students are selected to attend DASH based primarily on their design talent. The Educational Excellence School Advisory Council (ESSAC) proposes the following objectives for the 2005-2006 School Improvement Plan.

Given instruction utilizing the Sunshine State Standards (SSS), students in grade nine who scored below Level 3 on the 2005 Florida Comprehensive Achievement Test (FCAT) in reading will improve their skill proficiency, as evidenced by an increase in the number of students who achieve Level 3 or higher on the 2006 FCAT Reading administration by 5% in grade 10.

Given instruction utilizing the Sunshine State Standards, 10% of the students in grade ten who scored below Level 3 on the mathematics portion of the 2005 Florida Comprehensive Assess Test (FCAT) in grade nine will improve their mathematics skills as evidenced by an increase to a Level 3 or above on the 2006 FCAT Mathematics test.

Given instructions using Sunshine State Standards (SSS), 90% of the grade ten students who achieved 3.5 on the pretest will maintain their writing skills as evidenced by 98% or above of the students achieving high standards on the 2006 Florida Writing Test.

Given instruction utilizing Sunshine State Standards, 20% of the students in grade eleven who scored below the 2003 district's average science scale score (269) while in grade 8, will score at the district average or higher on the science portion of the 2006 Florida Comprehensive Assessment Test (FCAT) Science Test.

Given school wide focus on outreach and parental involvement, parental participation in school-sponsored activities and the return rate of the School Climate Surveys from parents will improve by a 5% increase in 2005-2006. This will be evidenced by membership, attendance at events, and survey returns.

Given the instruction on district discipline and safety procedures, the Administrative Lead Team will ensure that measures are taken to ensure limited access to the school site by visitors, a visitor check-in system and a video camera surveillance system that is monitored throughout the school day.

Given instruction in the Elective/Special Areas, based on the Sunshine State Standards, all students enrolled in elective design courses, will improve their technology skills through the installation of computer stations in the classrooms.

Given the results of the 2004-05 performance results, students in grades 9 through 12 will maintain performance level at 100% of the students meeting or exceeding the minimum requirements by the district as evidenced by the results of the 2005-2006 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

Given the number of students currently enrolled in the internship program, the number of students will increase by 5%, from 72 to 76 or more students at the end of the school year.

Design and Architecture Senior High School will improve its ranking on the State of Florida ROI index publication from the 22 percentile in 2003 to the 27 or above percentile on the next publication of the index.

Given school wide focus on the graduation rate and on drop out prevention, DASH will maintain or improve the 95% graduation rate and the drop out rate of .08%.

This plan seeks to prepare students for entry into institutions of higher learning and/or the workplace by improving student achievement. According to the Organizational Performance Improvement Snapshot, the faculty and staff survey revealed that the measures they use to do their job did not fit into the organization's overall measures for improvement, were not being addressed. In addition, they felt that there was not an interest in developing their job skills to advance their careers. These two factors are currently being addressed through professional development components and open forum discussion groups.

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.

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 in order for them 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 in the arts and the highest academic standards.

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

We foster an environment that serves all students while maintaining pursuit of excellence throughout.

School Demographics

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

The school is situated on three acres within the downtown Miami Design District and is housed in renovated showrooms 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. The principal is proactively seeking improvement for the facilities. The facility is currently undergoing the replacement of air conditioning units and select exterior doors to meet standards and ensure a comfortable environment for students and staff members.

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 the design areas of 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 99% and the scholarships offered to the 103 seniors in the class of 2004 in the amount of 5,265,522.00 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 some dual enrollment credit through local universities. A block schedule and an extended day format are used to accommodate the eight annual courses. This college preparatory program includes honors, gifted, 13 advanced placement offerings in both academics and design, and 14 dual enrollment courses in design. Parallel services are provided for students identified for Exceptional Student Education (ESE) and Limited English Proficiency (LEP). 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 483 students in grades 9-12 is comprised of 16% Black, 27% White, 51 % Hispanic, and 6% other racial/ethnic groups. The gender ratio is balanced at 48% males and 52% females. The diverse socio-economic status of our students is reflected by 48% percent of the students participating in the free or reduced lunch program. The teacher/student ratio is 1:27 and student attendance is calculated annually to be 94.84% on a daily average basis.

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. This community of designers promotes excellence in each other. The school employs 60 full-time staff members and eight part-time staff members. Of the full time employees, two are administrators, two are lead teachers, 35 are classroom teachers, two are counselors, one is a media specialist, seven are clerical, five are custodians, four are security monitors, four cafeteria workers and two are support personnel. Of the part-time staff, five adjunct professors are included. The faculty is comprised of 56% females and 44% males. The ethnic breakdown is 33% White, 35% Black, and 32% Hispanic. Forty-four 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 no new teachers at the school this 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.

The DASH Board of Advisors was established in 1999. The thirty-six members meet monthly to provide assistance 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, sponsored the production and installation of an architectural 'sky mark' in the courtyard of the school, initiated projects for students to work with professional designers on community projects, initiated awards and scholarships for students, and actively participated in school events. Internships for seniors are created and continued through their efforts and recommendations. The board works closely with the PTSA and the staff.

SCHOOL AWARDS

- Magnet Schools of America Award: School of Distinction 2003
- High Performing High School 2003 in Best Practices Study by Florida Report Council for Educational Change
- "A" School in Governor's A+ Plan fourth consecutive year
- FCAT Scores 2004: Grade 9 - Highest scores in district mathematics and third highest score in reading
Grade 10 - Second highest scores in district mathematics, reading, and science.
- 100% of the 2004 senior class graduated
- \$4.8 million in scholarships offered to 2004 class of 117 seniors
- 64% of the students received merit based scholarships
- 54 students received Bright Futures Scholarships
 - 99% enrolled in college: 88% enrolled in 4-year colleges; 10% enrolled in two year colleges; 64% enrolled in post--secondary design programs
- Advanced Placement courses submitted 378 tests in 13 courses
- Advanced Placement results: 80% scoring 3 or higher
- Dual Enrollment credits in 24 sections of design from Florida International University
- Internships with professional designers provided for 71% of the senior class.

STUDENT AWARDS

- Miami Herald Silver Knight 2004 Art Recipient
- District President Student Government Association Miami-Dade County Schools
 - National Scholastics Art Competition 2004: Two National Portfolio Gold Awards
- 2004: Eleven Senior Portfolios selected for National Scholarship Review
- 2004: Awarded 9 Regional Gold Key Awards and 8 Regional Silver Key Awards
- 2003: Awarded 2 National Gold Awards, 7 National Silver Awards,
- National Pinnacle Award, American Vision Award
- National Honor Society Brain Bowl Winner 2003
- Golden Web Award from International Association on Web Masters and Designers
- Parade Magazine: NFL Community Quarterback Award
- Top 5 awards 2003 South Florida International Auto Show: Crossover Concept Cars
- Miami Children's Museum Annual Film Festival "Best Music Adaptation"
- Entertainment Industry Incubator Collaboration Short Film Conte 1st Place 2002
- Entertainment Industry Incubator Collaboration Short Film Conte 1st Place 2003
- Best Experimental Film, Miami Children's Museum Festival 2003
- Miami Beach Multimedia Contest: 1st, 2nd, 3rd Place 2003
- International Door to Diplomacy: Two 2nd Place winners
- Hispanic Heritage Youth Award - Miami Winner
- International Experiment in Living internships: Morocco, Australia, Italy, France
- Pepsi-co Scholarship Winner

STAFF AWARDS -Macmillan/McGraw-Hill's Queen Smith Award 2003 Excellence in Urban Education-Florida Recognition

Incentive 2001, 2002, 2003, 2004 and 2005

- Five National Board Professional Teaching Standards Certificates
- Five National Scholastics Teacher Recognitions
- National College Board Conference Presenters 2003
- National Council Teacher of English Award in Writing

- International Society for Technology in Education 2004 Outstanding Teacher
- State of Florida Technology Teacher of the Year
- Florida Association of Computer Educators 2003 Outstanding Technology Educator

DASH ADVISORY BOARD

The 36-member DASH Board of Advisors was established in 1999 to provide assistance 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.

- Installation of "sky mark" entitled: "Kids" by Roberto Behar & Rosario Marquardt
- Instituted industrial design workshops Campana brothers
- Fundraised for DASH PTSA annual auction to raise \$20,000
- Initiated student division of Clio Awards

School Foundation

Leadership:

The leadership assessment portion of the survey reflects (3.9 average/5) a need to encourage employees to continue professional development and post secondary education in order to advance in their careers. Participants also expressed a desire to be given the opportunity provide input and share what they think.

District Strategic Planning Alignment:

The strategic planning portion of the survey reflects (4.0 average/5) that participants have a need to be included in the decision-making process as the organization plans for the future.

Stakeholder Engagement:

The Customer and Market Focus portion of the survey revealed a need for feedback from the customers, to ask customers if they are satisfied or dissatisfied with the work produced.

Faculty & Staff:

The results of the survey revealed that the factors that measure participants use to do their job fit into the organizations overall measures for improvement were not being addressed.

Data/Information/Knowledge Management:

The results of the survey reveal that participants feel there is not an interest in their effort to develop job skills so that the participants can advance in their careers.

Education Design:

The results indicated, by an average of 4.1 out of 5, that they did not have the resources available to do their job as effectively as possible.

Performance Results:

The results of the data revealed from the survey indicate that 3.4 out of 5, participants did not feel they were informed of the organizations position regarding finances.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 STATEMENT:

Student achievement in reading will increase annually.

Needs Assessment

An assessment of the data attained from the 2004-2005 Student Accountability Report indicates that 13% of the students tested in grade 9 did not achieve level 3 on the Reading portion of the Spring 2005 FCAT administration. Specifically the strengths reflected indicate that 91% of the students in grade 9 demonstrated proficiency in comparisons. Conversely, the data indicates that in grade 9, the areas indicating room for improvement in reading which require additional intensive instruction, are main idea and author's purpose (81% earned). Students in grades 11 and 12, who have not achieved Level 3 on the reading portion of the FCAT administration, therefore not having met the FCAT Reading graduation requirement, are currently enrolled in intensive reading classes and receiving tutorial assistance for remediation in identified areas of deficiency. At the current level of skill proficiency, the school is challenged with increasing student achievement by 5% for students in grade nine presently in the lowest quartile. As described by Lee Jenkins in *Improving Student Learning: Applying Deming's Quality Principals in Classrooms*, January 2003, the focus of the effectiveness of Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle is on improving processes for continuous improvement and learning.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<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 who scored below Level 3 on the 2005 Florida Comprehensive Achievement Test (FCAT) in reading will improve their skill proficiency, as evidenced by an increase in the number of students who achieve Level 3 or higher on the 2006 FCAT Reading administration by 5% in grade 10.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle to involve teachers using data-driven decision-making to identify the strengths and weaknesses.	Principal Assistant Principal Language Arts Chairperson	8/8/2005	5/10/2006
Develop a timeline plan for teachers in the areas of professional development, the delivery of instruction, assessment of teaching and learning, and maintenance of data aligned with the Competency-Based Curriculum (CBC) and Sunshine State Standards (SSS).	Principal Assistant Principal	8/8/2005	5/10/2006
Administer district-approved assessment to targeted students to determine the level of skill proficiency.	Principal Assistant Principal	8/8/2005	5/3/2006
Provide 30 minutes of daily uninterrupted independent reading through student-selected text, structured activities, and classroom libraries for all students.	Principal Assistant Principal	9/6/2005	3/31/2006
Identify and enroll targeted students in grade nine who scored Level 1 and 2 on the reading portion of the spring 2005 FCAT Reading test in intensive reading courses. Provide intensive instruction to targeted students in grade 9 who did not pass the reading portion of the Florida Comprehensive Assessment Test (FCAT) Reading test, through pull-outs sessions, and Saturday school. Provide differentiated instruction in reading, language arts, English for Speakers of Other Language (ESOL), and Exceptional Student Education (ESE) classes through the use of pull-out sessions and tutorials.	Principal Assistant Principal	9/6/2005	5/17/05
Share best practices and effective learning strategies across the curriculum through department meetings to improve the delivery of instruction.	Principal Assistant Principal	9/12/2005	5/17/2006

Research-Based Programs

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

Professional Development

Professional development will be provided for teachers in: Data Analysis: Linking Data to Instruction through Instructional Improvement Team (January 2006), Plan-Do-Study-Act (PDSA) Instructional Cycle (November 2005) and the District's Literacy Plan's implications to curriculum and instruction (December 2005).

Evaluation

Formal evaluation data will consist of annual spring (March) 2006 Florida Comprehensive Assessment Test (FCAT) Reading test for students in grade nine, District-approved assessments in reading for targeted students in grades 9 through 12 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.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 STATEMENT:

Student achievement in mathematics will increase annually.

Needs Assessment

An assessment of the data attained from the 2005 Student Performance Accountability Report indicates that of the 127 grade nine students tested, 9.4% did not achieve Level 3 on the mathematics portion of the spring 2005 FCAT administration. Specifically, the data indicates that in grade nine, the areas indicating skill deficiency in mathematics which require additional intensive instruction are Measurement, Geometry, and Data Analysis. Students in grades 11 and 12 who have not achieved Level 3 on the mathematics portion of the FCAT administration are currently enrolled in intensive mathematics courses and receiving tutorial assistance for remediation in identified areas of deficiency.

Professional development for teachers is needed in Plan-Do-Study-Act (PDSA) Instructional Cycle and on the utilization of the FCAT Explorer software to determine skill proficiency. Conversely, the identified strengths reflected indicate that 93% of the students in grade nine and 98% of the students in grade ten demonstrated skill proficiency in mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction utilizing the Sunshine State Standards, 10% of the students in grade ten who scored below Level 3 on the mathematics portion of the 2005 Florida Comprehensive Assess Test (FCAT) in grade nine will improve their mathematics skills as evidenced by an increase to a Level 3 or above on the 2006 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data using the Plan-Do-Study-Act (PDSA) model, from the spring 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics administration to identify students' strengths and weaknesses in grades nine and ten based on the results for each strand.	Principal Assistant Principal Mathematics Department Chairperson	8/8/2005	4/28/2006
Develop a timeline for teachers in the areas of professional development, delivery of instruction, assessment of teaching and learning, and maintenance of data aligned with the Competency-Based Curriculum (CBC) and Sunshine State Standards (SSS) to improve the delivery of instruction using the Comprehensive Reading Plan.	Principal Assistant Principal	9/12/2005	5/15/2006
Deliver instructional focus that is based on the weakest strands for 10-15 minutes at the onset of class and schedule students in grade nine and ten who scored at FCAT Level 1 and 2, and students in grades 11 and 12 who have not met FCAT mathematics graduation requirements into intensive mathematics classes to increase student achievement.	Principal Assistant Principal	9/6/2005	5/5/2006
Provide common planning time for mathematics teachers to facilitate professional development and ongoing articulation among department members.	Principal Assistant Principal	9/12/05	5/12/2006
Administer district-approved assessments to students to determine skill proficiency and utilize research-based FCAT Explorer software to diagnose skill deficits and provide information on students' knowledge of tested strands.	Principal Assistant Principal	9/12/2005	5/12/2006
Provide tutoring for targeted students by mathematics teachers during lunchtime, individual peer tutoring, and intensive mathematics classes on Saturdays to remediate weaknesses and provide	Principal Assistant Principal	8/8/2005	5/12/2006

instruction on test-taking skills. As stated in Cross-Age and Peer Tutoring, Thomas, Feb. 1993, peer relationships contribute to social and cognitive development and socialization.			
Conduct bi-weekly departmental and Instructional Improvement Team (IIT) meetings for faculty members by grade level to enhance collaboration, share progress data, and assess skill proficiency of selected strands.	Principal Assistant Principal	8/12/2005	5/12/2006

Research-Based Programs

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

Professional Development

Professional development will be available in: Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle (December 2005), College Board Program "Mathematics With Meaning" (December 2005) and analysis of disaggregated student data (November 2005). Monitoring will take place as a component of the tutorial program assessing students using a pre, progress and post assessment.

Evaluation

Formal evaluation will include the annual (Spring-March) 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics test for all students in grades 9 and 10. Monitoring will be provided using District-approved assessments in mathematics for Level 1 and 2 students and through the tutorial program progress assessments.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 3 STATEMENT:

Student achievement in writing will be maintained annually.

Needs Assessment

An assessment of the pretest data indicates that of the 125 students assessed in grade ten, 120 performed above the Dade County District's average of 3.9 on the FCAT 2005 Florida Writes! Four percent of the students scored below 3.5 on the pretest administered in August 2005, The pretest revealed that students need the opportunity to improve in the following areas: elements of focus, organization, support, effective use of transitions, precise word choice, and conventions through expository and persuasive writing activities.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using Sunshine State Standards (SSS), 90% of the grade ten students who achieved 3.5 on the pretest will maintain their writing skills as evidenced by 98% or above of the students achieving high standards on the 2006 Florida Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle to disaggregate and analyze data from the district's diagnostic pretest to identify areas of strength and weakness, and gather information to target writing instruction for students scoring below 3.5 in narrative or expository writing.	Principal Assistant Principal	8/8/2005	5/12/2006
Provide common planning time for all language arts teachers to facilitate the professional development and ongoing articulation among department members.	Principal Assistant Principal	8/6/2005	5/19/2006
Develop and implement a timeline for teachers that focuses on professional development, delivery of instruction, ongoing assessment, and maintenance aligned with Competency-Based Curriculum (CBC) and Sunshine State Standards (SSS).	Principal Assistant Principal	8/8/2005	5/12/2006
Develop an instructional focus for faculty members that identifies writing objectives to be taught during language arts classes for students in grade ten, while implementing the use of writing strategies across the curriculum to include design classes and ensure the interdisciplinary consistency of the writing process	Principal Assistant Principal	8/6/2005	5/12/2006
Assess writing skills proficiency of grade ten students by administering writing assessments based on the content-based curriculum, which will be assessed with rubrics that follow state standards to ensure skill proficiency.	Principal Assistant Principal	8/6/2005	5/12/2006
Provide tutorial time during the school day to increase exposure to the writing process for targeted students who require assistance in mastering deficient writing skills; and provide enrichment writing activities for all students through creative writing prompts that are reality	Principal Assistant Principal	9/19/2005	5/12/2006

based and innovative to increase the level of interest and motivation in students.	
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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 in writing will be evaluated by scores of the 2006 FCAT Florida Writing Test to target future writing instruction and determine writing proficiency for students in grade 10. Monitoring will accomplished using district approved monthly and quarterly writing assessments will be administered to grade 10 students and by individual teachers on a weekly basis.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Student achievement in science will increase annually.

Needs Assessment

An assessment of the student science performance data from the spring 2003 Florida Comprehensive Assessment Test (FCAT) indicates that 16% of students in the lowest quartile of grade eight students tested scored below the district's mean scale score (269). The data reveal that while still above the district's average in content sections, the areas showing the greatest amount of need based on student knowledge are Physical/Chemical Science and Life/Environmental Science.

Measurable Objective

Given instruction utilizing Sunshine State Standards, 20% of the students in grade eleven who scored below the 2003 district's average science scale score (269) while in grade 8, will score at the district average or higher on the science portion of the 2006 Florida Comprehensive Assessment Test (FCAT) Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle to disaggregate and analyze data from the science portion of the 2003 Florida Comprehensive Assessment Test (FCAT), and to identify grade eleven students' strengths and weaknesses based on the results for each science course (Physical/Chemical Science, Earth/Space Science, Life/Environmental Science, and Scientific Thinking).	Principal Assistant Principal	8/26/2005	5/19/2006
Engage in collaborative planning to develop an instructional timeline that identifies weekly objectives to be taught to students in grade eleven to ensure scope and sequence throughout the science content area.	Principal Assistant Principal Science Department Chairperson	8/12/2005	5/19/2006
Deliver instructional content to students in grade eleven for 10-15 minutes at the onset of each class and focus on the weakest content objectives at the commencement of the school year to ensure skill proficiency.	Principal Assistant Principal Science Department Chairperson	8/12/2005	5/12/2006
Administer a science FCAT practice pretest to targeted students in grade eleven; and after teaching each objective, administer a four to six item mini assessment to determine skill proficiency.	Principal Assistant Principal Science Department Chairperson	8/12/2005	5/12/2006
Provide tutorial time during the school day to assist targeted students in learning non-mastered objectives in order to address areas of concern.	Principal Assistant Principal	8/12/2005	5/19/2006
Provide hands-on lessons through interactive instruction where learning will be evidenced by students graphing a minimum of eight activities throughout the year.	Principal Assistant Principal	8/12/2005	5/19/2006

Research-Based Programs

Textbooks: Environmental Science, Addison-Wesley, 1996; Environmental Science, Botkin Keller, 2000; and Biology, Holt, 1998.

Professional Development

Professional development will be provided in the following: 1. Scientific Thinking Focus Lessons (Nov. 2005) 2. Earth and Space Science Focus Lessons (Dec. 2005) 3. Physical and Chemical Science Focus Lessons (Jan. 2006) 4. Life and Environmental Science Focus Lessons (Feb. 2006) 5. Independent and Directed Reading (Nov. 2005) 6. Deming's Plan-Do-Study-Act (PDSA) Instructional Cycle (Nov. 2005).

Evaluation

Performance in science will be evaluated by scale scores of the science portion of the 2006 Florida Comprehensive Assessment Test (FCAT) as compared to the district mean scale score. Monitoring will be done on a weekly basis by individual teachers.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase school-wide parental involvement.

Needs Assessment

Data reveals that the Parent, Teacher, Student Association (PTSA) membership enrollment in 2004-2005 was 47%. Data also reveals that parental attendance has been high at events throughout the school year (Senior Parent Night, Art Exhibitions, Back-to-School Night, Honor Roll Assemblies, Athletic Banquets, and Senior Showcase/Awards) The PTSA was involved in recruiting parents and raising funds for the betterment of the school and raising student achievement. Boulton and Walberg, March 1999, included in 176 Ways to Involve Parents, realistic and ready-to-use ideas to turn passive parents into eager educational volunteer partners. Data provided by the 2004-2005 School Climate Survey indicate a high level of parental satisfaction with an overall school score of "A-." The return rate of the 2004-2005 School Climate Survey Parent Forms was 36% and is targeted to be 41% for the 2005-06 school year. Programs and professional development sessions that address parental concerns are needed to increase parental participation and support. The DASH Advisory Board, which consists of design, educational professionals, and parents, was established in 1999 and consists of 36 active members from the local design and education community.

Measurable Objective

Given school wide focus on outreach and parental involvement, parental participation in school-sponsored activities and the return rate of the School Climate Surveys from parents will improve by a 5% increase in 2005-2006. This will be evidenced by membership, attendance at events, and survey returns.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Parent Teacher Student Association (PTSA) Board members with data from 2004-2005 participation in order to determine progress. Develop an annual calendar of monthly workshops, activities, and events to inform parents and promote participation.	Principal PTSA President	8/12/2005	5/19/2006
Host monthly Educational Excellence School Advisory Council (EESAC) meetings to provide updates to parent representatives about school improvement efforts.	EESAC Chairperson	8/6/2005	5/19/2006
Utilize counselors and administrators to make personal contacts, mail communications, and coordinate parent workshops to increase parental involvement. Trilingual communication will be ensured by notifying the home via mail outs that include the monthly DASH FLASH newsletter and informative flyers (as needed). Implement parent workshops in preparation for standardized testing and college application.	Principal Counselors	8/12/2005	5/12/2006
Encourage parents to participate and attend cultural and curriculum activities throughout the year by sending home informative flyers in trilingual format. Encourage parents to visit the DASH website and the use of on-line tutorials.	Principal Assistant Principal	8/12/2005	5/19/2006
Collect and review questionnaires and attendance rosters for all parent-involved activities to determine participation and utilize DASH Advisory Board to involve parents in industry-related activities to increase the number and effectiveness of the activities.	Principal Assistant Principal	8/19/2005	5/19/2006

Research-Based Programs

NOT APPLICABLE

Professional Development

Parents will be offered PTSA Council Training on basic participation at school related events and contributions.

Evaluation

Compare participation records from 2004-2005 to 2005-2006 using workshop/events attendance rosters and questionnaires, 2005-2006 PTSA Membership Roster, Education Excellence Advisory School Council (EESAC) meeting attendance rosters, and School Climate Survey Form.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 6 STATEMENT:

Maintain and implement school safety procedures regarding the accessibility of the property by intruders and uninvited guests. This will ensure a safe learning and working environment for students and staff members.

Needs Assessment

Given the proximity of the location of Design and Architecture Senior High, located in the Miami Design District, the school is located in a somewhat crime ridden area of Miami. As a result of the data obtained from the sign-in logs, 10 % of the visitors to DASH did not follow procedures by checking in at the main office and/or were in an unauthorized area. By highly promoting security for the perimeter of the school and securing that all visitors are identified and directed to the main office will reduce the number of intruders by 5%, thus increasing the safety of students and staff.

Measurable Objective

Given the instruction on district discipline and safety procedures, the Administrative Lead Team will ensure that measures are taken to ensure limited access to the school site by visitors, a visitor check-in system and a video camera surveillance system that is monitored throughout the school day.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that all recording devices are installed, operable and camera monitors are operable.	Principal Assistant Principal	8/8/2005	5/31/2006
Assign security monitors to locations where there would exist a possible weak point in the intrusion of the property.	Principal Assistant Principal	8/12/2005	5/19/2006
Ensure there is a visitor's sign-in log located in the main office to record and monitor persons entering the school.	Principal Assistant Principal	8/8/2005	5/31/2006
Identify security team to develop and implement safety procedures on securing the physical plant while including members of the student government as committee members.	Principal Assistant Principal Student Body President	9/12/2005	5/31/2006

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

A reduction in the number of intrusions by individuals not checked-in at the main office and an increase in the monitoring of the physical plant to reduce the number of intruders and/or unidentified guests.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 7 STATEMENT:

Improve technology skills of all students enrolled in elective courses for all programs.

Needs Assessment

On on-site hardware technology survey of the school reflected need for technology access in elective programs.

Measurable Objective

Given instruction in the Elective/Special Areas, based on the Sunshine State Standards, all students enrolled in elective design courses, will improve their technology skills through the installation of computer stations in the classrooms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Install computers in design elective classrooms.	Principal Assistant Principal	11/14/2005	5/31/2006
Install industry standard software in each of the design programs.	Principal Assistant Principal	11/14/2005	5/31/2006
Train design teachers in appropriate software and implement curriculum assignments to include technology requirements.	Principal Assistant Principal	11/14/2005	5/31/2006
Display technology assignments to encourage student interest in design programs.	Principal Assistant Principal	11/14/05	5/31/05

Research-Based Programs

NOT APPLICABLE

Professional Development

Individual teacher training in technology programs used for courses.

Evaluation

On site survey of technology implementation in courses and overall performance upon product completion.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 8 STATEMENT:

All students enrolled in a Physical Education related course at DASH will meet the minimum requirements of the 2005-2006 Prudential FITNESSGRAM Standards for Healthy Fitness Zone by passing five (5) out of six (6) testing items which include the One Mile Run, Percent of body fat, Curl Up, Trunk Fit, Push Up, and Back Saver Sit and Reach.

Needs Assessment

The results of the 2004-2005 Prudential FITNESSGRAM Standards for Healthy Fitness Zone show that of the 237 students tested all (100%) met the minimum standards of passing five (5) out of six (6) testing items.

Measurable Objective

Given the results of the 2004-05 performance results, students in grades 9 through 12 will maintain performance level at 100% of the students meeting or exceeding the minimum requirements by the district as evidenced by the results of the 2005-2006 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase muscular Strength and Endurance using Nautilus Weights and circuit training.	Principal Assistant Principal	8/8/2005	5/31/2006
Pretest to establish baseline data and conduct post test to assess progress.	Principal Assistant Principal	8/8/2005	5/31/2006
Perform exercise warm up and cool down drills that encompasses testing items.	Principal Assistant Principal	8/8/2005	5/31/2005

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

The pre and post tests will be administered to all students enrolled in physical education classes during the 2005-06 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 9 STATEMENT:

Increase the number of students participating in internship programs as part of their school day.

Needs Assessment

Students currently enrolled in the internship program are mostly seniors (66). A small number of juniors are currently enrolled in the program (6). Students will be allowed to enroll or transfer from mentors in the business setting.

Measurable Objective

Given the number of students currently enrolled in the internship program, the number of students will increase by 5%, from 72 to 76 or more students at the end of the school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a database of past and possible businesses that would be interested in participating in the internship program.	Principal Assistant Principal	8/8/2005	5/19/2006
Register students for the internship course and match them with a likely business owner/mentor.	Principal Assistant Principal	9/6/2005	5/19/2006
Provide periodic visits to business developments and/or telephone conferences to determine status of performance.	Principal Assistant Principal	9/26/2005	5/19/2006
Assess student performance and assign a grade to the students based on performance.	Principal Assistant Principal	8/12/05	5/19/06

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

An internship roster will be maintained to include the detailed information about the student, business, mentor, and performance throughout the internship experience.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 10 STATEMENT:

Design and Architecture Senior High School will rank at or above the 22 percentile statewide in the ROI index of value and cost effectiveness.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003-2004, Design and Architecture Senior High School ranked at the 22nd percentile on the State of Florida ROI index.

Measurable Objective

Design and Architecture Senior High School will improve its ranking on the State of Florida ROI index publication from the 22 percentile in 2003 to the 27 or above percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate the staff about the use of financial resources in relation to school programs.	Principal Assistant Principal	11/14/2005	5/5/2006
Collaborate with the district on resource allocation	Principal Assistant Principal	11/14/2005	5/5/2006
Share use of facilities with parents, community agencies, and companies who share common goals with DASH.	Principal Assistant Principal	11/14/2005	5/5/2006
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	11/14/2005	5/5/2006

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

On the next State of Florida ROI index publication, Design and Architecture senior high will show progress toward reaching the 90th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 11 STATEMENT:

Maintain a 95% or above graduation rate.

Needs Assessment

Based on the data derived from the 2004-2005 No Child Left Behind Accountability Report, DASH had a graduation rate of 95 percent and a drop out rate of .08% for the school year 2003-04.

Measurable Objective

Given school wide focus on the graduation rate and on drop out prevention, DASH will maintain or improve the 95% graduation rate and the drop out rate of .08%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor quarterly student progress through interim and grade reports.	Principal AssistinPrincipal	11/14/2005	5/5/2006
Review course credit analysis annually and communicate and conference with parents of students at risk.	Principal Assistant Principal	11/14/2005	5/5/2006
Schedule intensive Math and Reading classes for students who did not pass FCAT.	Principal Assistant Principal	9/15/2005	5/31/2006
Provide individual and group tutoring for students who do not pass the FCAT.	Principal Assistant Principal	9/12/2005	5/31/2006

Research-Based Programs

NOT APPLICABLE

Professional Development

Language Arts and Math teachers attend workshops to develop FCAT strategies. All staff members will be trained to incorporate FCAT strategies into classroom instruction.

Evaluation

On the next No Child Left Behind Accountability Report DASH will maintain a 95% graduation rate and a drop out rate of .08%.

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 electronic grade book and the training for teachers in the use of it.

Staffing:

The Educational Excellence Advisory Council (EESAC) inquired the possibility of acquiring hourly staffing 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 score in writing, mathematics, and science.

Other Matters of Resource Allocation:

The Educational Excellence Advisory Council (EESAC) supported the formatting of criteria for honor roll inclusion.

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:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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