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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 7081 - Design and Architecture Senior High School

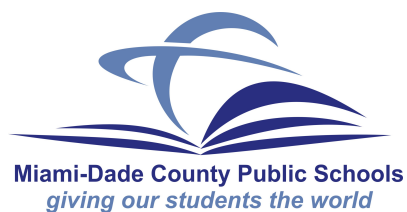
*FeederPattern:* Miami Northwestern Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Dr. Stacey Mancuso

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Design and Architecture Senior High School*

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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 fields in the design, 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 Educational Excellence School Advisory Council (ESSAC) proposes the following objectives for the 2006-2007 School Improvement Plan.

Given instruction utilizing the Sunshine State Standards (SSS), students in grades nine and ten will increase by 5% their reading score on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards (SSS), students in grade nine and grade ten will increase their mathematics score by 5% on the 2007 FCAT Mathematics administration as compared to the 2006 FCAT Mathematics Test.

Given instructions using Sunshine State Standards (SSS), the grade ten students will improve proficiency in writing as evidenced by a 1% increase in the number of students scoring level 4.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given school wide focus on community and parental involvement, the school will demonstrate a 5% increase in community and parent volunteer services as evidenced by comparing the hourly logs for the 2005-2006 school years to the 2006-2007 school years.

Given the addition of a 3-D lab, the number of students utilizing the resource will increase from zero to 50% of the student population.

Given the transition in post secondary documentation the school will transition from analog to digital portfolio development and production and initiate student digital documentation of products for application to colleges, local and national competitions, scholarships and awards.

Given the results of the 2005-2006 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 2006-2007 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

In keeping with the district initiative of High School Reform the internship program will expand to include the 11th and 12th grade students.

Given the parameters of Return on Investment(ROI), the school will improve its ranking on the State of Florida ROI Index publication from the 17th percentile in 2004-2005 to the 18th percentile in 2005-2006.

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

According to the 2006 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 purchase of books and materials, curriculum development for the 2007-2008 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.

# 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 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*

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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 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. 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 ADA standards and ensure a comfortable environment for students and staff members. A new 3-D design lab and a digital photography lab have been added. 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 122 seniors in the class of 2006 in the amount of 6.20 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 extensive Advance 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 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 475 students in grades 9-12 is comprised of 16% Black, 27% White, 52% Hispanic, and 5% other racial/ethnic groups. The gender ratio is composed of 44% males and 56% females. The diverse socio-economic status of our students is reflected by 38% percent of the students participating in the free or reduced lunch program. The teacher/student ratio is 1:24 and student attendance is calculated annually to be 95.81% 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. The school employs 39 full-time staff members and 4 part-time staff members. Of the full time employees, there are 2 administrators, 3 lead teachers, 45 classroom teachers, 2 counselors, 1 media specialist, 7 clerical, 7 custodians, 4 security monitors, 4 cafeteria workers and 2 technical support personnel. Of the part-time staff, 4 adjunct professors are included. The faculty is comprised of 49% females and 51% males. The ethnic breakdown is 56% White, 13% Black, and 28% Hispanic. Forty-one 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.

The DASH Board of Advisors 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, 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 to promote the goals of the school.

## DASH HIGHLIGHTS OF EDUCATIONAL SUCCESS

### SCHOOL AWARDS

“The 100 Best High Schools in America” DASH ranked #33, Newsweek 2005

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 – 6th consecutive year

Top score of all high schools in Miami-Dade County FCAT Scores 2005 – Florida Comprehensive Achievement Test

Highest scores in district 9th grade mathematics, third highest score in reading

Second highest scores in district 10th grade mathematics, reading and science

100% Graduation Rate – 99% planning to attend college

\$6 million in scholarships offered to class of 121 seniors

80% students offered Merit Scholarships

59% received Bright Futures Scholarships

14% enrolled in two-year colleges

81% majoring in design programs

Advanced Placement courses in 15 AP subjects submitted 380 tests from 230 students

Advanced Placement Test passing rate of 80% scoring 3 or higher

Dual Enrollment with Florida International University 28 sections for college credit

Internships with professional designers provided for 77% of the senior students

High Performing High School Recognition in the 2003: 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 2005: Honorable Mention in Art.

Miami Herald Silver Knight Recipient in Art: 2004

District President, Student Government Association, Miami Dade County Public Schools

National Scholastics Art Competition 2005: Three National Gold Awards, Two National Silver Awards, Five National Silver Portfolio Awards

Fourteen senior portfolios selected for 2006 National Scholarship Review

2005 American Vision Award – Fourth recipient in last five years!

Golden Web Award from International Association of Web Masters and Designers

South Florida International Auto Show 2003, Crossover Concept Cars: First, Second, Third, Fourth and Fifth Place

Entertainment Industry Incubator Collaboration Short Film Contest

First Place 2002 and 2003, Second Place 2004

International Doors to Diplomacy: Two Second Place Winners

Hispanic Heritage Youth Award Miami Winner 2004

International Experiment in Living: Summer internships Europe and Africa

#### STAFF AWARDS

Principal of the Year 2005 Florida Art Education Association

Council for Educational Change - Leonard Miller Leadership Award

All staff recipients of Florida Recognition Incentive for '01, '02, '03,'04 and '05

Performance Based Award for Highest Learning Gains Magnet High School 2004

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 education communities including architects, industrial designers, interior designers, video producers, fashion marketing executives, journalist, creative directors, advertising executives, university officials, alumni, school district representatives and a 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 annual auction for scholarships and student activities. Members of the advisory board were instrumental in initiating a student division of the Clio Awards.

#### PUBLICITY

"The 3R's and a career, too." 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 Alumni Class of 2000)

"Education by Design" DWELL, April/May 2005.

"The 100 Best High Schools in America" (DASH ranked #33), Newsweek, May 16 2005.



“10 Dade, 5 Broward Schools Rated As Tops” Miami Herald, May 10, 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.

“Fanals open doors to Haitian culture.” Miami Herald Tropical Life, April 18, 2004.

“Film Students Reel in Awards.” Miami Herald Neighbors, March 18, 2004.

“High school trains future designers, architect whizzes.” Associated Press. March 14, 2004.

“They quarterback their communities: NFL Community Quarterback Awards” Parade Magazine. February 1, 2004.

# *School Foundation*

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## ***Leadership:***

The Leadership Assessment portion of the 2006 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.

## ***District Strategic Planning Alignment:***

The Strategic Planning category of the 2006 Organizational Performance Improvement Snapshot received an overall score of 4.0. 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 2006 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 them and their customers.

## ***Faculty & Staff:***

2006 Organizational Performance Improvement Snapshot survey indicates a score of 4.2 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. They also indicated they felt their supervisor cares for them, that their work is recognized and they are encouraged to develop job skills which enhancing professional growth opportunities.

## ***Data/Information/Knowledge Management:***

2006 Organizational Performance Improvement Snapshot survey indicates a score of 4.2 in this category. The results from the 2006 Organizational Performance Improvement Snapshot indicate a score of 4.3. This area indicates a high level of satisfaction. Faculty and staff felt strongly about their ability to evaluate their work, how to analyze changes necessary to improve it, 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 result further indicate faculty and staff are satisfied with resources available to them and the procedures in place at the work site.

## ***Performance Results:***

The Performance Results category of the 2006 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 and assistance from the work site in facilitating progress.

## 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**

A review of the data attained from the 2006 FCAT Reading Test indicates that 79% of the students met high standards. Students not meeting high standards in reading was 21%. All major subgroups are meeting adequate yearly progress as follows: Black students scored 47%, Hispanic students scored 84%, and White students scored 83%.

In grade nine, 75% of students met high standards in Words/Phrases, 75% in Main Idea/Purposes, 80% in Comparisons and 82% in Reference/Research. Most assistance will be directed to Words/Phrases and Main Idea/Purposes.

In grade ten, 67% of the students met high standards in Words/Phrases, 81% in Main Idea/Purposes, 85% in Comparisons, and 75% in Reference/Research. Most assistance will be directed to Words/Phrases.

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	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 and ten will increase by 5% their reading score on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Intensive Reading courses for identified students in grade nine, ten and eleven who scored below 3 on the reading portion of the 2006 FCAT.	Principal Assistant Principal Student Services Chairperson	08/14/2006	5/30/2007	Continuous Improvement Model	\$18000.00
Implementation of Reading Plus Program for all students in Intensive Reading courses.	Principal, Assistant Principal, Faculty	08/14/2006	5/25/2007	District Strategic Plan	\$10900.00
Administer district interim assessment to targeted students to determine the level of skill proficiency.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$5000.00
Provide Princeton Review Course for grade eleven and grade twelve students.	Principal, Assistant Principal, Counselor	8/19/2006	10/7/2006	Continuous Improvement Model	\$13100.00
Implement Saturday Tutorial Classes for targeted students in Reading Level 1 and 2.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$4400.00

## Research-Based Programs

Reading Source Book, Language Arts series: McDougal Littell - The Language of Literature, Prentice Hall, 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) 2007 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.

## 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***

A review of the data attained from the 2006 FCAT Mathematics Test indicates that 96% of the students met high standards. Students not meeting high standards in reading was 4%. Additionally, 83% of our students made learning gains according to the results of the 2006 FCAT Mathematics Test.

In grade nine, 75% of students met high standards in Number Sense, 71% in Measurement, 64% in Geometry and Spatial Sense, 80% in Algebraic Thinking and 63% in Data Analysis and Probability. Most assistance will be directed to Data Analysis and Probability closely followed by Geometry and Spatial Sense.

In grade ten, 73% of students met high standards in Number Sense, 60% in Measurement, 71% in Geometry and Spatial Sense, 64% in Algebraic Thinking and 64% in Data Analysis and Probability. Most assistance will be directed to Measurement.

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 showing: Black students scored 86%, Hispanic students scored 97%, and White students scored 95%.



NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 and grade ten will increase their mathematics score by 5% on the 2007 FCAT Mathematics administration as compared to the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer district interim assessments to students to determine skill proficiency and utilize research-based diagnostic programs to address identified skills.	Principal Assistant Principal Mathematics Faculty	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide Princeton Review Course for grade eleven and grade twelve students.	Principal, Assistant Principal, Counselors	8/19/2006	10/7/2006	Continuous Improvement Model	\$13100.00
Implement College Board math acceleration program, "Springboard," in grade 9 through 12.	Principal, Assistant Principal, Faculty	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Allocate time for vertical and horizontal planning through weekly grade level and department meetings to monitor individual student progress.	Principal, Assistant Principal, Faculty	8/14/2006	5/25/2007	Small Learning Communities	\$0.00
Identify students who scored below 3 on the math portion of the 2006 FCAT to enroll in the pull-out sessions and Saturday tutorial school.	Principal, Assistant Principal, Student Services Chairperson	8/14/2006	5/25/2007	District Strategic Plan	\$4400.00

## 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, progress and post assessment.

## **Evaluation**

Formal evaluation will include the annual (Spring-March) 2007 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.

## 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*

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 3 STATEMENT:**

Student achievement in writing will be maintained annually.

### **Needs Assessment**

An assessment of the FCAT 2006 Florida Writing Test indicates 97% of the 10th grade students met the required state standards in writing, while 3% did not score 3.5 or higher. While specifically looking at the data identifying the types of writing prompts, 98% of the students scored 3.5 or higher on the persuasive writing prompts and 100% scored above 3.5 on the expository prompt.

Analyzing disaggregated data, all sub groups met adequate yearly progress, however data also shows that 24% of the students scored below 4.5. Additional writing strategies will be implemented to increase the number of students scoring above 4.5 or above.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 improve proficiency in writing as evidenced by a 1% increase in the number of students scoring level 4.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement use of journals to be used for journal activities in all Language Arts classes.	Principal, Assistant Principal, Language Arts Faculty	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Develop an instructional focus for faculty members that identifies writing objectives to be taught across the curriculum.	Principal Assistant Principal Faculty	8/14/2006	05/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	Career Development Programs	\$0.00

## 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 2007 FCAT Florida Writing Test 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.

## 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.)

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*

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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***

The 2006 FCAT Science Test data indicates that 66% of the students at Design and Architecture Senior High School scored at Level 3 or above. The data reveals that in the content areas of Physical and Chemical achievement level was 62%, in Earth and Space 64%, Life and Environmental 73% and 67% in Scientific Thinking. Although above the state and district averages, additional strategies will be used to improve individual scores in the Physical/Chemical and Earth/Space content clusters.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and analyze data from the 2006 FCAT Science Test results to determine weaknesses for each science course (Physical/Chemical Science, Earth/Space Science, Life/Environmental Science, and Scientific Thinking) to incorporate in curriculum improvements.	Principal, Assistant Principal, Science Department	7/01/2006	9/01/2006	Continuous Improvement Model	\$0.00
Provide equipment to increase hands-on science activities and interactive instruction.	Principal Assistant Principal Faculty	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide hourly teachers to implement Saturday tutorial classes for targeted students.	Principal Assistant Principal Faculty	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## 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: 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 2007 Florida Comprehensive Assessment Test (FCAT).

## 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.)

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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 5 STATEMENT:***

Increase school-wide parental involvement.

### ***Needs Assessment***

The School Climate Survey shows 96% 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 2005-2006 was 52%. The membership needs to increase to 62% through Parent Academy initiatives.



## Measurable Objective

Given school wide focus on community and parental involvement, the school will demonstrate a 5% increase in community and parent volunteer services as evidenced by comparing the hourly logs for the 2005-2006 school years to the 2006-2007 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement campaign to increase membership and activities in the PTSA.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Establish two quarterly mailings to parents including reports, test results and pertinent information	Principal, Assistant Principal, Counselors	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize ConnectEd Communication service to notify parents of important events and activities.	Principal, Assistant Principal, Lead Team	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Publish monthly calendar of school activities to distribute to parents.	Principal, Assistant Principal, Lead Team	08/14/2006	05/01/2007	Continuous Improvement Model	\$0.00

## 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 2005-2006 to 2006-2007 using workshop/event attendance rosters and questionnaires, 2006 and 2007 membership roster, Educational Excellence Advisory School Council (ESSAC) 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:**

Design and implement a 3-D lab for fine art and design students which complies with the Safety-to-Life standards of the district.

### **Needs Assessment**

Current three-dimensional studio is operationally deficient as determined by the Safety-to-Life Inspection. The facilities for three-dimensional production was cited by the 1998 and 2003 SACS Reviews.

## Measurable Objective

Given the addition of a 3-D lab, the number of students utilizing the resource will increase from zero to 50% of the student population.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Designate 3-D lab space and renovate through capital improvements.	Principal, Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Establish and implement appropriate safety to life procedures for 3-D laboratory.	Principal, Assistant Principal	8/14/2006	5/25/2007	Career Development Programs	\$0.00
Provide industry standard equipment to correspond with needs of design program.	Principal, Assistant Principal	7/1/2006	5/25/2007	Continuous Improvement Model	\$80000.00
Designate instructor to monitor Safety-to-Life procedures in three dimensional lab.	Principal Assistant Principal	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

Advanced Placement Studio Professional Development Program.

## Evaluation

Safety-to-Life Inspection 2007. Student usage will be determined by the class rosters.

## 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 and staff.

**Needs Assessment**

To meet the digital requirements of college applications, scholarship acquisitions and national art competitions.

## Measurable Objective

Given the transition in post secondary documentation the school will transition from analog to digital portfolio development and production and initiate student digital documentation of products for application to colleges, local and national competitions, scholarships and awards.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Equip with hardware, software, and peripherals to document student portfolios in digital format for scholarships, college admission and national competition.	Principal Assistant Principal Faculty	8/14/2006	5/30/2007	School-to-Career	\$100000.00
Establish digital photography lab to document student work for digital portfolio.	Principal, Assistant Principal Faculty	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide funds to update media center facility and materials to meet instructional standards.	Principal Assistant Principal Media Specialist Faculty	8/14/06	5/30/07	District Strategic Plan	\$200000.00
Designate instructor for digital photography lab.	Principal Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

## Research-Based Programs

National Educational Technology Standards.

## Professional Development

One-to-one staff and student training for revising curriculum to integrate technology in portfolio development, college applications and scholarship applications.

## Evaluation

Departmental technology components will be developed and distributed. Students will demonstrate technology literacy through completion of a digital portfolio in the grade 9 and 12.

## 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 maintain the requirements of the Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

### ***Needs Assessment***

The results of the 2005-2006 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 2005-2006 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 2006-2007 Prudential FITNESSGRAM Standards for Healthy Fitness Zone.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enhance exposure to wellness through a variety of programs including clubs encouraging health, fitness and nutrition.	Principal, Assistant Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Enhance exposure to health and sportsmanship through intramural sports and the athletic program.	Principal, Assistant Principal, Athletic Director	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Increase muscular strength and endurance using Nautilus weights and circuit training.	Principal, Assistant Principal Physical Education Instructor	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

## 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 2006-07 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 the internship programs.

**Needs Assessment**

A majority of the 12th grade students currently participate in the internship program. Based on community and industry needs the program will be expanded to include the 11th grade students.



## Measurable Objective

In keeping with the district initiative of High School Reform the internship program will expand to include the 11th and 12th grade students.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide industry standard equipment to supply three dimensional lab to comply with SACS recommendation.	Principal Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Market and develop the internship program to expand the mentor pool.	Principal Assistant Principal Career Specialist	8/14/06	5/30/07	Career Development Programs	\$0.00
Provide personnel to implement the summer orientation program for incoming 9th grade students.	Principal Assistant Principal Faculty	8/14/06	5/31/07	Transition and Articulation Programs	\$0.00
Provide supplies to implement summer orientation program for incoming 9th grade students.	Principal Assistant Principal Design Department	4/30/2007	7/27/2007	Transition and Articulation Programs	\$0.00

### 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.

## 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"/>	<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 10 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 School ranked at the 17th percentile on the State of Florida Return On Investment Index.

## Measurable Objective

Given the parameters of Return on Investment(ROI), the school will improve its ranking on the State of Florida ROI Index publication from the 17th percentile in 2004-2005 to the 18th percentile in 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Educate the staff about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Share use of facilities with parents, community agencies, and companies who share common goals with DASH.	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation	Principal Assistant Principal	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

NOT APPLICABLE

## Evaluation

On the 2005-2006 State of Florida ROI index publication, Design and Architecture senior high will show progress toward reaching the 18th 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 100% graduation rate.

**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% graduation rate.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule intensive Math and Reading classes for students who did not pass FCAT.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase offerings and enrollment in Advanced Placement, Dual Enrollment, Gifted, and Honors courses.	Principal Assistant Principal Faculty	8/14/06	5/31/07	Continuous Improvement Model	\$0.00
Provide individual and group tutoring for students who do not pass the FCAT.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

### Professional Development

### Evaluation

On the next No Child Left Behind Accountability Report DASH will maintain a 100% graduation rate.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

### ***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 score in writing, mathematics, and science.

***Other Matters of Resource Allocation:***

The Educational Excellence Advisory Council (EESAC) supported the deliniation 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:***

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

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$51,400.00
Goal 2: Mathematics	\$17,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$80,000.00
Goal 7: Technology	\$300,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$448,900.00</b>



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*