

Miami-Dade County Public Schools

Design & Architecture Senior High



2016-17 Schoolwide Improvement Plan

Design & Architecture Senior High

4001 NE 2ND AVE, Miami, FL 33137

<http://www.dashschool.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	40

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Design & Architecture Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Design and Architecture Senior High School is to provide a high level, integrated education in art, design, and academics, and to use both traditional faculty and career professionals to facilitate learning within a well-designed, state of the art learning environment.

b. Provide the school's vision statement.

The Vision of Design and Architecture Senior High School is to educate talented students to become confident and innovative thinkers through interdisciplinary challenges in the visual arts in preparation for college and a career in the design world.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Design and Architecture Senior High (DASH) is an inclusive, positive environment where faculty and staff support students in achieving high standards while fostering positive relationships between school personnel and students. DASH faculty and staff convey the attitude that all students are able to achieve academically and artistically while simultaneously appreciating individual differences.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

DASH faculty and staff are sensitive to the needs of all students. Collaborative relationships among school personnel enhance the feeling of safety among the student body. A team approach to student wellness creates an atmosphere both on and off campus that provides students with a sense of caring and safety.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Although DASH continues to make progress in student achievement, it strives to improve the number of students achieving college entry and scholarships. 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 students, faculty and staff perform to ensure the highest level of success. 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 six members of the Lead Team, including the activities director, student services chairperson, school counselor, College Assistance Program (CAP) advisor, art department

chairperson, and magnet 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.

Parental involvement is also a key element with daily parental presence being very evident at DASH. In the absence of a media specialist for the past three years, parent volunteers have organized a schedule to coordinate and supervise the school's media center activities.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

DASH's comprehensive student services program promotes student success by focusing on academic achievement, prevention and intervention activities, advocacy and social/personal/emotional and career development. Essentially, the program addresses barriers to learning while at the same time focusing on student strengths and the transition to post-secondary educational pursuits. Individual and group counseling, referrals to community agencies, instructional improvement team meetings, peer mentoring, and tutoring services are integral to ensuring that the socio-emotional needs of all students are addressed.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students struggling with attendance and/or time management will be identified and provided with additional support (e.g., study plan development, mentorship program, and time management skills training).

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	3	0	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	2	1	4	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	8	14	1	32	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	1	1	0	2	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Counselors will meet with students in groups or individually, as needed, to develop a study plan. School will work closely with students' families to improve their performance.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental involvement has been outstanding at DASH. Every year, the PTSA sponsors an extraordinary event, Taste of Design, in which community businesses donate items for a silent auction and local restaurants provide food. The PTSA raises thousands of dollars at this event, and all of the proceeds benefit students. Also, in the absence of a media specialist for the past four years, parent volunteers have organized a schedule to coordinate and supervise the school's media center activities.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The key initiative that has improved public responsibility and community support is the implementation of the DASH Advisory Board, which was founded in 1998. This Advisory Board, now comprised of 42 professional architects, designers and educators, has fostered new relationships in the design community. Through the community connections of these professionals, the school has received increased media exposure, expanded the internship program and provided funding and curricular direction that bears a true relationship to the industry. The board meets on a monthly basis to advise school leaders on curriculum through their expertise and resources. This connection to the design industry ensures the growth and relevancy of the internship program and guides graduates towards appropriate careers in design. In addition, the annual fashion show and film festival raise funds for scholarships for students in those programs. The "Taste of Design," an Advisory Board initiative, is one of the special annual projects that raises money to assist students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alvarez-Armon, Ana	Principal
Britton, Nick	School Counselor
Yopp, Caroline	Teacher, K-12
Cooling, Maureen	Teacher, Career/Technical
Regan, Tracy	Teacher, K-12
Gilham, James	Teacher, K-12
Molina, Michele	School Counselor
Zamora, Marlene	Teacher, ESE
Diaz-Bergness, Adriana	Teacher, K-12
Mena, Eloisa	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1 (Leadership Team)

Administrators, Ana Alvarez-Armon (Principal) and Gerogina Palomo, (Assistant Principal) schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources; in addition to the school administrators, the school's Leadership Team includes the following members who will carry out SIP planning and MTSS problem solving:

- School Magnet Lead Teacher, Nicholas Britton, Language Arts/Reading Department Chairperson, Ms. Marlene Zamora, Mathematics Department Chairperson, Rudolf Zick, Science Department Chairperson Eloisa Mena, Technology Department Chairperson, Maureen Cooling, Art/Design Department Chairperson, Tracy Regan, Teresita Lopez, Social Studies/Foreign Language
- Special Education Teacher, Marlene Zamora
- School Counselors, Kerly Cileli and Michele Molina
- School Psychologist, Mario Alegria
- DASH Advisory Board Members and PTSA Board Members, Melanie Nieves and Adina Garcia (Co-Presidents), Soleil Castro, Ana Cruz, and Adriana Futch.
- In addition to Tier 1 problem solving, the Leadership Team members will meet weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team (Ana Alvarez-Armon, Georgina Palomo, Kerly Cileli, Michele Molina, and Marlene Zamora) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved as needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team (Ana Alvarez-Armon, Georgina Palomo, Kerly Cileli, Michele Molina, and Marlene Zamora), Tier 2 Team, and parents/guardians make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed are implemented as SIP strategies and are closely examined, planned, and monitored on the MTSS Tier 1 worksheets that are completed three times per year. The MTSS Problem-Solving process is used to carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (three times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for next year's SIP. At this time, the previous year's trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

DASH students have an eight-period day that includes three years of intensive study in a design major, in Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design or Film and Entertainment. All 9th grade students take a fine arts foundation course. Students in 10th grade complete one course in their major and one fine arts foundation course. Students in 11th grade complete one or two courses in their major and Dual Enrollment (DE) Auto CAD, depending on their program, together with one Advance Placement (AP) fine arts course. All 12th grade students complete two courses in their major program and one or two AP fine arts courses.

A wide range of elective courses, including virtual courses, is offered to meet student needs and interests. All 10th grade students are enrolled in DE art course, and all 12th grade students who are not enrolled in AP Literature are scheduled in DE Writing & Rhetoric. All 11th grade students are enrolled in AP Studio/Drawing, and all 12th grade students are enrolled in AP Studio 2-D and/or 3-D. All 9th grade students are enrolled in Introduction to Information Technology, 10th grade students

take Adobe Photoshop, 11th grade students in the Architecture Program or the Industrial Design Program take DE Auto CAD, 11th grade students in the Film Program take Adobe Premiere. Students who are in a sequential vocational program of study qualify for an industry certification exam.

Many students in the senior class and junior class participate in the Executive Internship Program, where they are exposed to different jobs in the design industry. The Internship Program provides these students with the opportunity to gain real world experience in the design industry, preparing them for a career in design. Students intern at local design labs, architectural firms, and other design career related businesses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ana Alvarez-Armon	Principal
Rudolf Zick	Teacher
David Shanoskie	Teacher
Michele Molina	Teacher
Nicholas Britton	Teacher
Tracy Regan	Teacher
Marlene Zamora	Teacher
Lucenda Roper	Education Support Employee
Lucy Franklin	Parent
Jonathan Day	Business/Community
Luis Garcia (Alternate)	Parent
Enma Saiz	Parent
Brian Futch	Parent
Soleil Castro	Student
John Germain (alternate)	Teacher
Adelsa Simon (alternate)	Education Support Employee
Westen Charles	Teacher
Sheridan Poshelle	Student
Victoria Vega	Student
Regina Gallardo (alternate)	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) at DASH is the sole body responsible for final-decision-making at the school relating to the implementation of the SIP. Ultimately, the EESAC's aim is for all members of the DASH community to work together to ensure improved student achievement. In May 2016, EESAC met to review the 2015-2016 SIP End-of-Year report.

b. Development of this school improvement plan

The recommendations and modifications stated at the end-of-year review were taken into consideration for the development of this year's SIP. The EESAC will meet in September to review the 2016 - 2017 SIP prior to uploading to the state site. The SIP is formally monitored throughout the year during mid-year and end-of-year reviews.

c. Preparation of the school's annual budget and plan

The principal shares the school budget with the EESAC and identifies expenses that are essential, such as the purchase of teacher and staff positions. She then indicates the allocation of excess funds which are used for supplies to maintain the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds will be used to provide student incentives for perfect attendance and academic achievement. The school will be allocated \$2530.00 (\$5 per student), of which \$1000 will be used for perfect attendance incentives, and \$1530.00 will be used for academic achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Alvarez-Armon, Ana	Principal
Zamora, Marlene	Teacher, ESE
Yopp, Caroline	Teacher, K-12
Mena, Eloisa	Teacher, K-12
Cooling, Maureen	Teacher, Career/Technical
Diaz-Bergness, Adriana	Teacher, K-12
Regan, Tracy	Teacher, K-12
Britton, Nick	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

DASH will concentrate on becoming well-versed with the Florida Standards and utilize Learning Communities within each core curriculum department. Tutoring sessions for reading (Trail Blazers), Algebra I, Geometry, Algebra II and Biology will continue to take place during lunch, along with the reading peer tutoring program (Test Busters), also held during lunch.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

On a weekly basis, teachers review data and link it to instructional and reading programs, monitor progress, and identify professional development needs. Curriculum Council meetings are held bimonthly (every other Monday) to disseminate information to department chairpersons who, in turn, meet with their department members every other Tuesday. Department chairpersons are responsible for the planning and preparation of the bimonthly department meetings. Data is analyzed by each member of each department to monitor and ensure student achievement. Every other Tuesday, teachers also meet by grade level, as Instructional Improvement Teams (IIT), to monitor student progress and assist struggling students by grade level, across the curriculum.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Soliciting referrals from current employees and other professional contacts.
2. Partnering new teachers with veteran staff.
3. Scheduling regular meetings of new teachers with principal and assistant principal.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The veteran English teachers, Ms. Zamora will serve as the mentor for new teacher, Ms. McKinley and Mr. Hernandez will mentor AP teacher Mr. Cox. Both Ms. Zamora and Mr. Hernandez are experienced teachers, who are participating in the Mentoring and Induction for New Teachers (MINT) training. They will plan collaboratively with Ms. McKinley and Mr. Cox and model lessons. Professional Development in needed areas, including Advanced Placement Language, will be provided for Mr. Cox and Ms. McKinley. Additionally, Ms. Mena, science department chair will be assigned as "buddy" to Mr. Martinez, the Chemistry teacher who has only one year experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

DASH has an eight period school day that provides an academic and design foundation that incorporates the Florida Standards. In addition to meeting the graduation requirements, DASH students take three years of intensive study in a design program, Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design, or Film and Entertainment. Students in 10th, 11th and 12th grades take courses in their design program of choice, together with a fine arts foundation course. A wide range of elective courses, including Advanced Placement, Dual Enrollment and virtual courses, are also offered to meet student needs and interests.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school-based Literacy Leadership Team (LLT) meets bi-monthly on Mondays to review data and link it to instructional programs, monitor progress, and identify the professional development needs of

the school. All teachers alternate between bi-weekly departmental and grade level meetings. Teachers collaboratively review and discuss evidence of student progress and implement appropriate modifications. Instruction is adjusted, as necessary, based on evidence collected. All teachers are encouraged to use reading strategies for all subject areas. Additionally, DASH has a daily 30-minute sustained silent reading program to encourage students to make reading a part of their daily activity and improve their reading skills. An extended 50-minute lunch period allows for tutoring to be offered for students needing additional support in core areas - Reading, Math and Science.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,900

DASH students have an eight period school day and complete three years of intensive study in a design program (Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design, or Film and Entertainment). Students in 10th, 11th and 12th grades complete courses in their design program of choice and fine arts foundation courses. A wide range of elective courses, including virtual courses, are offered to meet student needs and interests.

Strategy Rationale

The extended day provides students with a comprehensive academic education that compliments their design program and art education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lopez-Martin, Katyna, pr7081@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Literacy Leadership Team (LLT) meets bi-monthly on Mondays to review data and link it to instructional and reading programs, monitor progress, and identify professional development needs. Curriculum Council meetings are held bimonthly (every other Monday) to disseminate information to department chairpersons who, in turn, meet with their department every other Tuesday. Department chairpersons are responsible for the planning and preparation of the bimonthly department meetings. Data is analyzed by each member of each department to monitor and ensure student achievement.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

DASH's four year curriculum requires 32 credits and includes College Board Advanced Placement (AP) and Florida International University Dual Enrollment (DE) credits. Students are enrolled in eight courses annually, rather than the six mandated by the state of Florida. Classes are taught in 100 minute blocks scheduled with four classes on alternate days. Class size remains at or below 25 students which allows interactive lectures, group seminars, active studios, guest workshops, independent labs and close interaction with instructors. Student academic growth and development is closely monitored by each department and grade level team through the review of quarterly records and analysis of state and national test scores. Assessment prior to testing, tutoring and continuous monitoring involve the entire faculty. Tutoring is also available at lunchtime. Faculty workshops and meetings focus on statistical reports and grades to determine areas or students in need of attention.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

DASH's "Education by Design" philosophy encompasses both school-to-career and college preparatory programs that exceed state and district requirements for high school graduation. Additionally, the Internship Program prepares 11th and 12th grade students for a career in design fields. These students intern in local design labs, architectural firms, and other design career related businesses. Students who are in a sequential vocational program of study qualify for and take an industry certification exam.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

DASH students major in Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design or Film and Entertainment. Students in 10th, 11th and 12th grades take complete courses in their major, fine arts foundation courses, and industry certification courses, such as Photoshop. A wide range of elective courses, including virtual and CTE courses, are offered to meet student needs and interests.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

"Education by Design" is the DASH's guiding principle. The design curriculum is implemented by professional designers, and all students complete AP Art Studio courses for two consecutive years in addition to a myriad of Advanced Placement academic courses. Students are also offered DE courses are offered in academic and design courses and Career and Technical Education (CTE) courses for industry certification. All Sophomores are enrolled in Photoshop and take the industry certification examination. Senior students interview for and intern in architecture firms, advertising firms, and film studios. Florida Virtual School has a vast enrollment of students, from grades 9 – 12, studying in a variety of subject areas.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Student academic growth and development is closely monitored by each department and grade level team through the review of quarterly records and analysis of state and national test scores. Assessment prior to the testing, tutoring and monitoring involve the entire faculty. Tutoring is also available at lunchtime. Faculty workshops and meetings focus on statistical reports and student grades to determine areas or students in need of attention.

The CAP advisor, internship coordinator, and school counselors work closely together to ensure students meet graduation requirements, follow a challenging curriculum, and maintain academic

excellence. The CAP advisor guides students through the college application process to ensure that seniors meet all application requirements and deadlines. One hundred percent of DASH seniors graduate and 99% enroll in a four year college or university.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088173

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal 3

- Limited use of digital convergence tools to increase core instruction across the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, CPALMS, District's Pacing Guide, Results of State and District Assessments, Web Depth of Knowledge, Promethean Planet, Sustained Silent Reading, Edgeunity, Dewar and Smith Vocabulary Builder, Learning Village, Discovery Education, Explore Learning Gizmos, Algebra Nation, Virtual Nerd, Extended Learning Modules, Vernier LabQuest and Logger Pro3, SPARK System, Casio Prizm Graphing Calculator, Global Positioning System (GPS), new Instructional Resources in Language Arts, Math and Foreign Language.

Plan to Monitor Progress Toward G1. 8

FCIM

Person Responsible

Ana Alvarez-Armon

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Florida Standards Assessments 2017, EOC Assessments 2017, AP Assessments 2017 and student work

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G088173

G1.B1 Limited use of digital convergence tools to increase core instruction across the curriculum. 2

 B234469

G1.B1.S1 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in reading, writing, speaking and listening to maintain rigorous analysis of informational and literary text, collaborative conversation and critical thinking resulting in increased student achievement. 4

 S247212

Strategy Rationale

Given PD on effective use of digital convergence tools, including those imbedded in instructional resources, teachers would successfully implement their use in instruction as it relates to ELA.

Action Step 1 5

Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of ELA instruction via in-house PD sessions during early release and professional development days.

Person Responsible

Ana Alvarez-Armon

Schedule

Monthly, from 9/29/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets, agenda, and handout(s) if applicable.

Action Step 2 5

Incorporate the effective use of digital convergence tools during instruction and lesson planning to support reading, writing, speaking and listening across the curriculum through the use of informational material in the content areas.

Person Responsible

Marlene Zamora

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans

Action Step 3 5

Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of digital convergence tools during the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes

Action Step 4 5

Provide additional support, resources and best practices as it relates to technology and problem solving strategies during bi-weekly collaboration sessions.

Person Responsible

Marlene Zamora

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes.

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools that including DOK, critical thinking, and writing strategies during the ELA instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Florida Continuous Improvement Model (FCIM)

Person Responsible

Georgina Palomo

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Language Arts Florida Standards Assessment (ELA FSA) 2017, AP English Language and Composition and AP English Literature Assessments 2017

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

FCIM

Person Responsible

Ana Alvarez-Armon


Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Language Arts Florida Standards Assessment (ELA FSA) 2017, AP English Language and Composition and AP English Literature Assessments 2017

G1.B1.S2 Utilize digital convergence tools in the delivery of instruction in mathematics as they relate to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts. 4

 S247213

Strategy Rationale

Given PD on effective use of digital convergence tools in the classroom, including those imbedded in instructional resources, teachers would integrate their use in instruction, as it relates to specifically to mathematics.

Action Step 1 5

Introduce strategy and provide professional development on the integration of digital convergence tools including those imbedded in new instructional resources, in the delivery of instructions, as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via early release days and professional development days.

Person Responsible

Ana Alvarez-Armon

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets, agenda, and handout(s)

Action Step 2 5

Incorporate the effective use of digital convergence tools during mathematics instruction to promote problem solving strategies and skills.

Person Responsible

Caroline Yopp

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough notes

Action Step 3 5

Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective utilization of digital convergence tools during the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes

Action Step 4 5

Provide additional support, resources and best practices as it relates utilization of digital convergence tools and problem solving strategies during bi-weekly collaboration sessions.

Person Responsible

Caroline Yopp

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools in instruction that encompasses problem solving strategies during the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

FCIM

Person Responsible

Georgina Palomo

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Mathematics Florida Standards Assessments: Algebra 1 EOC, Geometry EOC, Algebra 2 EOC 2017, and AP Calculus Assessment 2017

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

FCIM

Person Responsible

Ana Alvarez-Arimon

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Mathematics Florida Standards Assessments: Algebra 1 EOC, Geometry EOC, Algebra 2 EOC 2017, and AP Calculus Assessment 2017

G1.B1.S3 Integrate appropriate use of digital convergence tools in all aspects of the science curriculum, from delivery to end products, to enhance and reinforce classroom instruction and to increase student engagement. This would also provide students with opportunities to utilize research-based reading and writing in the application of the scientific method, while integrating higher-order thinking strategies and hands-on activities. **4**

 S247214

Strategy Rationale

Given PD on effective use of digital convergence tools and technology in the classroom, including Vernier probes, science teachers would integrate utilization of digital convergence tools in their instruction, as they relate specifically to the science curriculum.

Action Step 1 **5**

Introduce strategy and provide professional development to integrate use of digital convergence tools and technology in the delivery of instruction as they relate to inquiry-based science learning.

Person Responsible

Ana Alvarez-Armon

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheet, agenda, handout(s)

Action Step 2 **5**

Build collaborative teacher support within the Science Department to integrate the effective use of technology that will result in professional growth and interdisciplinary teamwork to improve student achievement and learning outcomes.

Person Responsible

Eloisa Mena

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough

Action Step 3 5

Conduct regular classroom walkthroughs to review lesson plans and student work samples to ensure the effective utilization of digital convergence tools and technology in the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Teacher lesson plans, samples of students' work, observation

Action Step 4 5

Provide additional support, resources, and best practices as it relates to use of digital convergence tools and technology, and problem-solving strategies during bi-weekly collaborative sessions.

Person Responsible

Eloisa Mena

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools and integration of technology as it relates to inquiry-based science learning strategies during the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

FCIM

Person Responsible

Georgina Palomo

Schedule

Biweekly, from 9/29/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Biology EOC 2017, AP Environmental, AP Biology and AP Environmental Assessments 2017

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FCIM

Person Responsible

Ana Alvarez-Armon


Schedule

Biweekly, from 9/29/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Biology EOC 2017, and AP Biology, AP Environmental, and AP Physics Assessments 2017

G1.B1.S4 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in Social Studies as it relates to specifically to analysis of sources, identifying primary and secondary sources, and artifacts. 4

 S247215

Strategy Rationale

Given PD on utilization of digital convergence tools, teachers would integrate their use in instruction as it relates specifically to social studies, resulting in increased student achievement.

Action Step 1 5

Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of instructions as it relates to analysis of sources, identifying primary and secondary sources, and artifacts during early release and professional development days.

Person Responsible

Ana Alvarez-Armon

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets, agenda, and handout(s)

Action Step 2 5

Incorporate the use of digital convergence tools during instruction to support instruction on analysis of sources and artifacts in the content area of Social Studies.

Person Responsible

Adriana Diaz-Bergness

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes

Action Step 3 5

Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of technology during the delivery of instruction.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes

Action Step 4 5

Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.

Person Responsible

Adriana Diaz-Bergness

Schedule

Weekly, from 9/29/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the infusion of technology in the delivery of instruction in the content area of Social Studies.

Person Responsible

Georgina Palomo

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

FCIM

Person Responsible

Georgina Palomo

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Social Studies Florida Standards Assessments: US History EOC 2017, and AP US History, AP Government, and AP Economics assessments 2017

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

FCIM

Person Responsible

Ana Alvarez-Arimon

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments; Summative: Social Studies Florida Standards Assessments: US History EOC 2017, and AP US History, AP Government, and AP Economics assessments 2017

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334888	FCIM	Alvarez-Armon, Ana	8/22/2016	Formative: Classroom assessments, District Interim Assessments; Summative: Florida Standards Assessments 2017, EOC Assessments 2017, AP Assessments 2017 and student work	6/9/2017 quarterly
G1.B1.S1.MA1 M334880	FCIM	Alvarez-Armon, Ana	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Language Arts Florida Standards Assessment (ELA FSA) 2017, AP English Language and Composition and AP English Literature Assessments 2017	6/9/2017 biweekly
G1.B1.S1.MA1 M334881	Florida Continuous Improvement Model (FCIM)	Palomo, Georgina	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Language Arts Florida Standards Assessment (ELA FSA) 2017, AP English Language and Composition and AP English Literature Assessments 2017	6/9/2017 biweekly
G1.B1.S1.A1 A321748	Introduce strategy and provide professional development on the utilization of digital convergence...	Alvarez-Armon, Ana	9/29/2016	Sign-in sheets, agenda, and handout(s) if applicable.	6/9/2017 monthly
G1.B1.S1.A2 A321749	Incorporate the effective use of digital convergence tools during instruction and lesson planning...	Zamora, Marlene	8/22/2016	Lesson plans	6/9/2017 daily
G1.B1.S1.A3 A321750	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/9/2017 weekly
G1.B1.S1.A4 A321751	Provide additional support, resources and best practices as it relates to technology and problem...	Zamora, Marlene	8/22/2016	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes.	6/9/2017 biweekly
G1.B1.S1.A5 A321752	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/9/2017 weekly
G1.B1.S2.MA1 M334882	FCIM	Alvarez-Armon, Ana	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Mathematics Florida Standards Assessments: Algebra 1 EOC, Geometry EOC, Algebra 2 EOC 2017, and AP Calculus Assessment 2017	6/9/2017 biweekly
G1.B1.S2.MA1 M334883	FCIM	Palomo, Georgina	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Mathematics Florida Standards Assessments: Algebra 1 EOC, Geometry EOC, Algebra 2 EOC 2017, and AP Calculus Assessment 2017	6/9/2017 biweekly
G1.B1.S2.A1 A321753	Introduce strategy and provide professional development on the integration of digital convergence...	Alvarez-Armon, Ana	8/22/2016	Sign-in sheets, agenda, and handout(s)	6/9/2017 monthly
G1.B1.S2.A2 A321754	Incorporate the effective use of digital convergence tools during mathematics instruction to...	Yopp, Caroline	8/22/2016	Lesson plans, administrative and department chairperson walkthrough notes	6/9/2017 daily
G1.B1.S2.A3 A321755	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/9/2017 weekly

Dade - 7081 - Design & Architecture Senior High - 2016-17 SIP
Design & Architecture Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4  A321756	Provide additional support, resources and best practices as it relates utilization of digital...	Yopp, Caroline	8/22/2016	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/9/2017 biweekly
G1.B1.S2.A5  A321757	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/9/2017 weekly
G1.B1.S3.MA1  M334884	FCIM	Alvarez-Armon, Ana	9/29/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Biology EOC 2017, and AP Biology, AP Environmental, and AP Physics Assessments 2017	6/9/2017 biweekly
G1.B1.S3.MA1  M334885	FCIM	Palomo, Georgina	9/29/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Biology EOC 2017, AP Environmental, AP Biology and AP Environmental Assessments 2017	6/9/2017 biweekly
G1.B1.S3.A1  A321758	Introduce strategy and provide professional development to integrate use of digital convergence...	Alvarez-Armon, Ana	8/22/2016	Sign-in sheet, agenda, handout(s)	6/9/2017 monthly
G1.B1.S3.A2  A321759	Build collaborative teacher support within the Science Department to integrate the effective use of...	Mena, Eloisa	8/22/2016	Lesson plans, administrative and department chairperson walkthrough	6/9/2017 daily
G1.B1.S3.A3  A321760	Conduct regular classroom walkthroughs to review lesson plans and student work samples to ensure...	Palomo, Georgina	8/22/2016	Teacher lesson plans, samples of students' work, observation	6/9/2017 weekly
G1.B1.S3.A4  A321761	Provide additional support, resources, and best practices as it relates to use of digital...	Mena, Eloisa	8/22/2016	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/9/2017 biweekly
G1.B1.S3.A5  A321762	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization...	Palomo, Georgina	8/22/2016	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/9/2017 weekly
G1.B1.S4.MA1  M334886	FCIM	Alvarez-Armon, Ana	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Social Studies Florida Standards Assessments: US History EOC 2017, and AP US History, AP Government, and AP Economics assessments 2017	6/9/2017 biweekly
G1.B1.S4.MA1  M334887	FCIM	Palomo, Georgina	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments; Summative: Social Studies Florida Standards Assessments: US History EOC 2017, and AP US History, AP Government, and AP Economics assessments 2017	6/9/2017 biweekly
G1.B1.S4.A1  A321763	Introduce strategy and provide professional development on the utilization of digital convergence...	Alvarez-Armon, Ana	8/22/2016	Sign-in sheets, agenda, and handout(s)	6/9/2017 monthly
G1.B1.S4.A2  A321764	Incorporate the use of digital convergence tools during instruction to support instruction on...	Diaz-Bergness, Adriana	8/22/2016	Lesson plans, administrative and department chair walkthrough notes	6/9/2017 daily
G1.B1.S4.A3  A321765	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/9/2017 weekly
G1.B1.S4.A4  A321766	Provide additional support, resources and best practices as it relates to technology and problem...	Diaz-Bergness, Adriana	9/29/2016	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes	6/9/2017 weekly
G1.B1.S4.A5  A321767	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the infusion of...	Palomo, Georgina	8/22/2016	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes	6/9/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited use of digital convergence tools to increase core instruction across the curriculum.

G1.B1.S1 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in reading, writing, speaking and listening to maintain rigorous analysis of informational and literary text, collaborative conversation and critical thinking resulting in increased student achievement.

PD Opportunity 1

Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of ELA instruction via in-house PD sessions during early release and professional development days.

Facilitator

District presenter and PD Liaison, Luis Hernandez

Participants

ELA Teachers and Reading teacher: Marlene Zamora, ELA Department Chairperson/Reading Department Liaison; Odalys McKinley, Luis Hernandez, Justin Cox, Anndell Quintero and David Shanoskie, ELA teachers.

Schedule

Monthly, from 9/29/2016 to 6/9/2017

G1.B1.S2 Utilize digital convergence tools in the delivery of instruction in mathematics as they relate to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts.

PD Opportunity 1

Introduce strategy and provide professional development on the integration of digital convergence tools including those imbedded in new instructional resources, in the delivery of instructions, as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via early release days and professional development days.

Facilitator

District presenter and Luis Hernandez, PD Liaison

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Randall Redlien, Adriana Diaz-Bergnes and Givre Docteur, Mathematics teachers.

Schedule

Monthly, from 8/22/2016 to 6/9/2017

PD Opportunity 2

Provide additional support, resources and best practices as it relates utilization of digital convergence tools and problem solving strategies during bi-weekly collaboration sessions.

Facilitator

Rudolf Zick, Mathematics Department Chairperson

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Randall Redlien, Adriana Diaz-Bergnes and Givre Docteur, Mathematics teachers.

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

G1.B1.S3 Integrate appropriate use of digital convergence tools in all aspects of the science curriculum, from delivery to end products, to enhance and reinforce classroom instruction and to increase student engagement. This would also provide students with opportunities to utilize research-based reading and writing in the application of the scientific method, while integrating higher-order thinking strategies and hands-on activities.

PD Opportunity 1

Introduce strategy and provide professional development to integrate use of digital convergence tools and technology in the delivery of instruction as they relate to inquiry-based science learning.

Facilitator

District presenters and Luis Hernandez, PD Liaison

Participants

Eloisa Mena, Science Department Chairperson and Biology, Camilo Martinez, Chemistry and Physics, James Gilham, Environmental Science, and Luis Gonzalez, PE and Physical Science

Schedule

Monthly, from 8/22/2016 to 6/9/2017

PD Opportunity 2

Provide additional support, resources, and best practices as it relates to use of digital convergence tools and technology, and problem-solving strategies during bi-weekly collaborative sessions.

Facilitator

Eloisa Mena, Science Department Chairperson

Participants

Eloisa Mena, Science Department Chairperson and Biology, Camilo Martinez, Chemistry and Physics, James Gilham, Environmental Science, and Luis Gonzalez, PE and Physical Science

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

G1.B1.S4 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in Social Studies as it relates to specifically to analysis of sources, identifying primary and secondary sources, and artifacts.

PD Opportunity 1

Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of instructions as it relates to analysis of sources, identifying primary and secondary sources, and artifacts during early release and professional development days.

Facilitator

District presenter and Luis Hernandez PD Liaison

Participants

Teresita Lopez, Department Chairperson; Edward Callahan, US History, Wade Charlestant, Government/Economics, and Zudannie Nunez-Hernandez, World History

Schedule

Monthly, from 8/22/2016 to 6/9/2017

PD Opportunity 2

Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.

Facilitator

Teresita Lopez, Department Chairperson

Participants

Teresita Lopez, Department Chairperson; Edward Callahan, US History, Wade Charlestant, Government/Economics, and Zudannie Nunez-Hernandez, World History

Schedule

Weekly, from 9/29/2016 to 6/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited use of digital convergence tools to increase core instruction across the curriculum.

G1.B1.S1 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in reading, writing, speaking and listening to maintain rigorous analysis of informational and literary text, collaborative conversation and critical thinking resulting in increased student achievement.

TA Opportunity 1

Incorporate the effective use of digital convergence tools during instruction and lesson planning to support reading, writing, speaking and listening across the curriculum through the use of informational material in the content areas.

Facilitator

Luis Hernandez, PD Liaison and Marlene Zamora, Department Chairperson

Participants

ELA Teachers and Reading teacher: Marlene Zamora, ELA Department Chairperson/Reading Department Liaison; Odalys McKinley, Luis Hernandez, Justin Cox, Anndell Quintero and David Shanoskie, ELA teachers.

Schedule

Daily, from 8/22/2016 to 6/9/2017

G1.B1.S2 Utilize digital convergence tools in the delivery of instruction in mathematics as they relate to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts.

TA Opportunity 1

Incorporate the effective use of digital convergence tools during mathematics instruction to promote problem solving strategies and skills.

Facilitator

Luis Hernandez, PD Liaison and Rudolf Zick, Department Chairperson

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Randall Redlien, Adriana Diaz-Bergnes and Givre Docteur, Mathematics teachers.

Schedule

Daily, from 8/22/2016 to 6/9/2017

G1.B1.S3 Integrate appropriate use of digital convergence tools in all aspects of the science curriculum, from delivery to end products, to enhance and reinforce classroom instruction and to increase student engagement. This would also provide students with opportunities to utilize research-based reading and writing in the application of the scientific method, while integrating higher-order thinking strategies and hands-on activities.

TA Opportunity 1

Build collaborative teacher support within the Science Department to integrate the effective use of technology that will result in professional growth and interdisciplinary teamwork to improve student achievement and learning outcomes.

Facilitator

Eloisa Mena, Science Department Chairperson

Participants

Eloisa Mena, Science Department Chairperson and Biology, Camilo Martinez, Chemistry and Physics, James Gilham, Environmental Science, and Luis Gonzalez, PE and Physical Science

Schedule

Daily, from 8/22/2016 to 6/9/2017

G1.B1.S4 Utilize digital convergence tools (One Note, Sway, Nearpod, etc. Promethean, tablets) in the delivery of instruction in Social Studies as it relates to specifically to analysis of sources, identifying primary and secondary sources, and artifacts.

TA Opportunity 1

Incorporate the use of digital convergence tools during instruction to support instruction on analysis of sources and artifacts in the content area of Social Studies.

Facilitator

Teresita Lopez, Department Chairperson

Participants

Teresita Lopez, Department Chairperson; Edward Callahan, US History, Wade Charlestant, Government/Economics, and Zudannie Nunez-Hernandez, World History

Schedule

Daily, from 8/22/2016 to 6/9/2017

VII. Budget

1	G1.B1.S1.A1	Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of ELA instruction via in-house PD sessions during early release and professional development days.	\$0.00
2	G1.B1.S1.A2	Incorporate the effective use of digital convergence tools during instruction and lesson planning to support reading, writing, speaking and listening	\$3,250.00

		across the curriculum through the use of informational material in the content areas.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7081 - Design & Architecture Senior High	General Fund		\$3,250.00
			Notes: Purchase Turn it In Software			
3	G1.B1.S1.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of digital convergence tools during the delivery of instruction.				\$0.00
4	G1.B1.S1.A4	Provide additional support, resources and best practices as it relates to technology and problem solving strategies during bi-weekly collaboration sessions.				\$0.00
5	G1.B1.S1.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools that including DOK, critical thinking, and writing strategies during the ELA instruction.				\$0.00
6	G1.B1.S2.A1	Introduce strategy and provide professional development on the integration of digital convergence tools including those imbedded in new instructional resources, in the delivery of instructions, as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via early release days and professional development days.				\$0.00
7	G1.B1.S2.A2	Incorporate the effective use of digital convergence tools during mathematics instruction to promote problem solving strategies and skills.				\$0.00
8	G1.B1.S2.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective utilization of digital convergence tools during the delivery of instruction.				\$0.00
9	G1.B1.S2.A4	Provide additional support, resources and best practices as it relates utilization of digital convergence tools and problem solving strategies during bi-weekly collaboration sessions.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7081 - Design & Architecture Senior High	General Fund		\$15,000.00
			Notes: Purchase mobile tablet cart and 30 tablets to share between departments			
10	G1.B1.S2.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools in instruction that encompasses problem solving strategies during the delivery of instruction.				\$0.00
11	G1.B1.S3.A1	Introduce strategy and provide professional development to integrate use of digital convergence tools and technology in the delivery of instruction as they relate to inquiry-based science learning.				\$0.00
12	G1.B1.S3.A2	Build collaborative teacher support within the Science Department to integrate the effective use of technology that will result in professional growth and interdisciplinary teamwork to improve student achievement and learning outcomes.				\$0.00

13	G1.B1.S3.A3	Conduct regular classroom walkthroughs to review lesson plans and student work samples to ensure the effective utilization of digital convergence tools and technology in the delivery of instruction.				\$0.00
14	G1.B1.S3.A4	Provide additional support, resources, and best practices as it relates to use of digital convergence tools and technology, and problem-solving strategies during bi-weekly collaborative sessions.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7081 - Design & Architecture Senior High	General Fund		\$4,500.00
			Notes: Technology/Resources			
15	G1.B1.S3.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the utilization of digital convergence tools and integration of technology as it relates to inquiry-based science learning strategies during the delivery of instruction.				\$0.00
16	G1.B1.S4.A1	Introduce strategy and provide professional development on the utilization of digital convergence tools in the delivery of instructions as it relates to analysis of sources, identifying primary and secondary sources, and artifacts during early release and professional development days.				\$0.00
17	G1.B1.S4.A2	Incorporate the use of digital convergence tools during instruction to support instruction on analysis of sources and artifacts in the content area of Social Studies.				\$0.00
18	G1.B1.S4.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of technology during the delivery of instruction.				\$0.00
19	G1.B1.S4.A4	Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7081 - Design & Architecture Senior High	General Fund		\$3,500.00
			Notes: Purchase cart and covers for tablet mobile lab			
20	G1.B1.S4.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the infusion of technology in the delivery of instruction in the content area of Social Studies.				\$0.00
Total:						\$26,250.00