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Design & Architecture Senior High

4001 NE 2ND AVE, Miami, FL 33137

<http://www.dashschool.org>

Demographics

Principal: Maggie Rodriguez M

Start Date for this Principal: 8/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (90%) 2017-18: A (89%) 2016-17: A (86%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Design and Architecture Senior High School is to provide a high level, integrated education in 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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lopez-Martin, Katyna	Principal	<p>Amongst the responsibilities as principal are:</p> <ul style="list-style-type: none"> • Focus on common vision working towards achievement of the school mission of education by design • Hiring and retention of highly skilled personnel, development of master schedule and instructional plan • Management, assessment, and implementation of instructional program • Work closely with EESAC to identify school wide needs and implement plans to support needs identified by School Improvement Process • Maintain and enhance community support and involvement by collaborating with DASH Advisory Board • Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary • Explanation and implementation of Board Policies, rules and procedures to faculty and staff • Provide enrichment opportunities for students through collaborations with industry professionals, internships, and community members • Continuous professional development and participation in professional conferences • Increased Enrollment
Companion, Zuyin	Assistant Principal	<ul style="list-style-type: none"> • Focus on increased student achievement gains for continuous school improvement • Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary • Work with Administrative Team in hiring and retention of highly skilled personnel and assignment of duties • Implementation of Board Policies relating to safety to life and initiate corrective action if necessary • Work cooperatively with stakeholders, including PTSA, to support school's needs • Management, assessment and implementation of instructional program and student support including enrichment and intervention • Assists faculty with Professional Development Plan and Professional Development needs
Alicia Morales, Aracely	Teacher, K-12	<p>Ms. Alicia is a 10th grade English teacher at the school. She provides enrichment and exposure for students in her English Honors and Gifted courses. In addition to providing course instruction, she works closely with the English department team members to share best practices and brings innovated instructional practices. Last school year, Ms. Alicia worked as our Activities Director and coordinated end of school year activities.</p>

Name	Position Title	Job Duties and Responsibilities
Charlestant, Wade	Teacher, K-12	<p>Mr. Charlestant is the Government and Economics teacher, and Social Studies/Foreign Language Department Chair. He provides enrichment and exposure for students by inviting guest speakers on a variety of topics, and ensures student are well versed in current events. In addition to providing course instruction, he works closely with seniors in coordinating the completion and documentation of Community Service hours. Mr. Charlestant serves as the 5000 Role Model club sponsor, fostering leadership and providing students with enhanced academic experiences by participating in field trips, seminars and leadership symposiums. Most recently, Mr. Charlestant was invited to participate in the REDI program, preparing young black males for leadership/administrative opportunities.</p>

Zamora, Marlene	Teacher, ESE	<p>Ms. Zamora is the ESE and English Department Chair. She teaches all levels of Intensive Reading, Developmental Language Arts for ESOL students, and Learning Strategies for students needing additional support. As ESE Chair, Ms. Zamora maintains all records up to date and leads all Individual Educational Plan (IEP) and 504 Plan meetings at the school. She is a student advocate and ensures students receive the support they need to be successful by providing assistance for teachers on how to successfully implement accommodations and demonstrates strategies to better assist students with an IEP or 504 plan. Amongst other responsibilities, Ms. Zamora organizes and coordinates the sixteen week, teacher led and peer-to peer intensive tutoring program, customized to meet students' individual needs.</p> <p>As English Department Chair, Ms. Zamora serves as the official Mentor for new teachers and provides leadership and guidance to her team members, organizing bi weekly Department meetings and quarterly vertical planning workshops.</p>
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Demographic Information

Principal start date

Wednesday 8/18/2021, Maggie Rodriguez M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

492

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	120	124	124	124	492
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	7	11	10	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	8	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	3	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	1	0	1	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	4	1	2	1	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	5	0	0	0	5
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	129	130	128	116	503
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	7	11	10	12	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	2	8	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	3	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	2	1	1	5

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				97%	59%	56%	98%	59%	56%
ELA Learning Gains				70%	54%	51%	69%	56%	53%
ELA Lowest 25th Percentile				79%	48%	42%	73%	51%	44%
Math Achievement				94%	54%	51%	94%	51%	51%
Math Learning Gains				74%	52%	48%	79%	50%	48%
Math Lowest 25th Percentile				87%	51%	45%	81%	51%	45%
Science Achievement				98%	68%	68%	99%	65%	67%
Social Studies Achievement				100%	76%	73%	96%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	96%	55%	41%	55%	41%
Cohort Comparison						
10	2021					
	2019	96%	53%	43%	53%	43%
Cohort Comparison						
		-96%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	54%	41%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teachers utilized Formative and Summative data, including Mid-Year Assessments in ELA 9th and 10th grade, U.S. History (11th grade), Biology (10th grade), Algebra I (9th grade) and Geometry (9th and 10th grade), District Writing Assessments (9th and 10th Grade), in-class assignments, and on-line and face to face data chats, to monitor student progress. Data was also collected from computer-assisted learning software such as Membean, Reading Plus, No Red-Ink, and Khan Academy. Based on data gathered, students needing additional support were identified and remediation strategies were implemented, including spot checks and formative critiques to help pace struggling students. Tutoring and/or bootcamp series consisting of teacher led and student led tutoring services were provided to closely monitor student mastery of standards in all tested subjects. Students with the need for support beyond the school day were also monitored by participating in small group, subject specific tutoring sessions offered after hours or on Saturdays.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	92.6	0
	Economically Disadvantaged	0	92.3	0
	Students With Disabilities	0	75	0
	English Language Learners	0	50	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	94.4	0
	Economically Disadvantaged	0	100	0
	Students With Disabilities	0	100	0
	English Language Learners	0	100	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	98.4	0
	Economically Disadvantaged	0	100	0
	Students With Disabilities	0	0	0
	English Language Learners	0	75	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	81.9	0
	Economically Disadvantaged	0	80.4	0
	Students With Disabilities	0	0	0
	English Language Learners	0	33.3	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	52.7	0
	Economically Disadvantaged	0	51.3	0
	Students With Disabilities	0	50	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	95	0
	Economically Disadvantaged	0	96.6	0
	Students With Disabilities	0	60	0
	English Language Learners	0	0	0

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	100										
ELL	96	64	91	65	18						
ASN	100	70									
BLK	100	65								100	100
HSP	94	67	85	68	22	25	98	88		100	100

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	95	78	80	74	35		87	93		100	100
FRL	93	67	86	65	32	46	93	92		100	100
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	82										
ELL	80	57	58	94	78						
ASN	100										
BLK	93	73								100	100
HSP	96	71	74	95	74	91	100	100		99	100
WHT	100	67	100	94	81		94	100		100	100
FRL	95	73	81	94	79	83	96	100		97	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	92	77		92	92						
ASN	100	80									
BLK	94	65								100	100
HSP	97	68	68	92	74	74	100	100		100	100
WHT	100	73	90	96	95		96	100		100	100
FRL	98	67	75	93	73	77	97	94		100	100

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	756
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	100

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	91
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

According to the 2021 FSA data retrieved from the Florida Department of Education (FDOE) and Power BI, the following trends emerged across grade levels, sub-groups, and content areas:

The school-wide ELA data shows that Design and Architecture Senior High School students' proficiency in 9th and 10th grade is 95%. This indicates that ELA school-wide proficiency remained within 3 percentage points between 95% and 98% over a three-year period from 98% in 2018, 96% in 2019 and 95% in 2021.

The Algebra and Geometry data shows that Design and Architecture Senior High School students' proficiency is 69%. This indicates that math school-wide proficiency decreased 25 percentage points to 69% from 94% over a three-year period. Algebra proficiency decreased from 89% in 2018, 87% in 2019 and 71% in 2021. Geometry proficiency decreased from 89% in 2018, 95% in 2019 and 66% in 2021.

The Biology data shows that Design and Architecture Senior High School students' proficiency is 95%. This indicates that Biology proficiency decreased 4 percentage points between 99% and 95% over a three-year period from 99% in 2018, 98% in 2019 and 95% in 2021.

The U.S. History data shows that Design and Architecture Senior High School students' proficiency is 89%. This indicates that U.S. History proficiency decreased 11 percentage points between 100% and 89% over a three-year period from 96% in 2018, 100% in 2019 and 89% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessments, mathematics has the greatest need for improvement.

The Algebra and Geometry data shows that Design and Architecture Senior High School students' proficiency is 69%. This indicates that math school-wide proficiency decreased 25 percentage points to 69% from 94% over a three-year period. Algebra proficiency decreased from 89% in 2018, 87% in

2019 and 71% in 2021. Geometry proficiency decreased from 89% in 2018, 95% in 2019 and 66% in 2021.

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

The main contributor was the pandemic resulting in only 30% of students attending school physically, fluidity of attendance due to quarantine, frequent connectivity issues leading to lack of engagement from students, and increased stress level for both students and staff. Patterns of students leading to needing interventions and additional support include students with excessive absences and tardies, lack of class participation with cameras off, or evident distracted behaviors like texting and looking away with cameras on, not turning any work in or turning work in well below grade level. Not turning in assignments in a timely manner, or at all, has been another underlying pattern.

In order to address the need for improvement the following actions will need to occur to improve student performance: students and staff will return to the schoolhouse; compile baseline data, including Spring assessment results, to identify students in need of additional support and tutoring to address loss of learning; implement in-class differentiation and small group instruction; conduct data chats with students to vest them in their progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring and state assessments, English Language Arts (ELA) showed the most improvement in the school-wide learning gains. The ELA data shows that Design and Architecture Senior High School students' learning gains increased by 6 percentage points from 79% in 2019 to 85% in 2021.

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

Data was analyzed and L25 reports were generated and distributed to all teachers in every subject area. Teachers identified strategies to provide additional support to the L25 students in their classes, even if students were proficient.

Students needing additional support were identified and differentiated instruction was provided in the classroom as well as additional teacher-led and peer-led tutoring beyond class hours.

Students identified as benefiting from enrichment opportunities were identified and placed in Honors, Advanced Placement, and/or Gifted courses providing an enhanced learning experience.

In addition to in-house tutoring, this year additional tutoring was offered beyond school hours, providing specific, targeted instruction to improve student achievement.

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

In order to accelerate learning, the following strategies will be implemented: Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, and Enrichment

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on: Utilization of Technology Tools and Using data to drive instruction on September 2021 Strategies for Providing Differentiated/Small Group Instruction, How to: Ongoing Progress Monitoring (October 29, 2021), making adjustments to groups as data becomes available Jan-Feb 2022 and continuous data chats with individualized feedback and next steps (ongoing). Mentoring/modelling will individually be provided for teachers to support specific needs (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning is scheduled bi-weekly for faculty, departments, and grade levels. A member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with tutoring and interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our awareness and first-hand knowledge about the effects of pandemic stress and anxiety on students and the learning losses experienced by students over the last year, particularly virtual students. Coming out of a school year greatly impacted by the COVID-19 pandemic during which dual modality teaching (virtual and physical) prevailed and returning to all in-person teaching, we anticipate that many students will require a school environment that motivates, supports, and feeds their attention, curiosity, interest, optimism and passion for learning more than ever before, so that they can remain motivated to progress in their education. We will strive to provide motivational resources and implement student-centered strategies necessary for improving student engagement in order to address the cognitive, behavioral, physical, and emotional needs of students at our school and move towards proficiency and high academic achievement. Student Engagement will be an integral part of ensuring all students are ready to learn and remain enthusiastic about learning throughout the school year. Student engagement will also help ensure that individual needs are being addressed in each classroom in order to promote high academic achievement.

Measurable Outcome:

If we successfully implement Student Engagement, then our students will show positive signs of focused attention in class and curiosity, interest, optimism and passion for their learning as evidenced by informal and formal school survey data and staff/teacher feedback.

Monitoring:

The Leadership Team will formally and/or informally survey staff and students about student engagement at various points during the school year. Department chairs and administrators will regularly check with teachers and staff for feedback about student engagement.

Person responsible for monitoring outcome:

Katyna Lopez-Martin (pr7081@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Student-Centered Learning. Student-Centered Learning will assist in addressing the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. Student-Centered Learning will be monitored using walk-throughs, reviewing teacher lesson plans for implementation of learning experiences and instructional approaches that promote student-centered learning, and monitoring student feedback on their motivation to learn.

Rationale for Evidence-based Strategy:

Student-Centered Learning will ensure that teachers are using a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that address the distinct learning needs, interests, aspirations, or cultural backgrounds of students. With a conscious and intentional focus on this strategy, teachers will continually adjust their instruction, plans, and instructional delivery to promote student engagement and monitor their students' motivation to learn on a regular basis.

Action Steps to Implement

8/31-10/29: Teachers and Counselors will be provided with training support and strategies (Accountable Talk, Check for Understanding, Collaborative Learning Structure, and Effective Questions/Response Techniques) and technology programs that can be used to engage students through innovative learning, and video conferencing platforms. As a result, during faculty, grade level, curriculum council meetings, teachers will share best practices that will enhance student engagement utilizing learned instructional

strategies and various innovative and technology programs increasing the number of students completing the end-of-the year student engagement outcome survey.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

8/31-10/29: Teachers will seek feedback from students through quick exit surveys and/or anecdotal (informal) methods to monitor student engagement levels in their classes resulting in an increase of student engagement.

Person Responsible Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/29: Administrators will conduct formal and informal walk-throughs to monitor implementation of student-centered learning strategies and engagement resulting in observable practices of students participation in (Accountable Talk, Check for Understanding, Collaborative Learning Structure, and Effective Questions/Response Activities).

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

10/18-10/29: Leadership Team will implement school-wide informal or formal surveys to obtain student feedback as deemed necessary and appropriate to monitor student engagement at our school resulting in reflective practices in our system review and data to adjust and modify action steps.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Synergy School Leadership Team, Administrative Team, Department and Grade Level teams will meet with teachers and counselors to debrief, reflect, reassess, modify, and provide support as needed based on the collected evidence from the Instructional Review Team. Student engagement strategies will be reformulated based on the result of the supporting evidence.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Professional Development Activities related to Student Engagement such as team-building, adding visual components to lessons, incorporating tech tools, challenging students to become the teachers, incorporating learning labs and stations, and connecting materials to current events among other strategies will take place resulting in an increase of student engagement.

Person Responsible Marlene Zamora (mzamora@dadeschools.net)

1/31-4/29 : Following the formal and informal walk-throughs to monitor implementation of student-centered learning strategies and engagement resulting in observable practices of students participation in (Accountable Talk, Check for Understanding) administrators will provide reflective feed back on student engagement.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29 :Based on the available data (Mid Year, Classroom Assessments , State Assessment 2022, and on going classroom assessment) students performing below 70 percent proficiency, have been selected to participate in Reading, Math and Science tutoring during school hours .

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated math proficiency in L25 and learning gains decreased by 55 percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide differentiated/small group instruction in the classroom as well as additional teacher-led and peer-led tutoring beyond class hours in order to move towards proficiency. Differentiation will be an integral part of ensuring all students are actively engaged in learning, and that individual needs are being addressed in each classroom in order to promote high academic achievement.

Measurable Outcome: If we successfully implement Differentiation, then our Math will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Department chairs and administrators will review bi-weekly lesson plans for indication of differentiation for L25 students (who we target will be dictated by data), in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome: Katyna Lopez-Martin (pr7081@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy: Based on the data review our school will implement the targeted element of Differentiation. We selected this area based on our finding that demonstrated learning gains for the L25 sub group in mathematics has been decreasing. It is evident we must improve our ability to differentiate instruction, we will provided the scaffolding necessary for the lowest 25 subgroup in to access grade level content in Math in order to move towards proficiency.

Action Steps to Implement

8/31-10/29: Provide training for teachers on how to access and analyze data to guide instruction, and strategies to differentiate instruction. Based on the implementation of differentiated instruction, resulting data will increase by a minimum of 10 percentage points by the 2022 State Assessments.

Person Responsible Marlene Zamora (mzamora@dadeschools.net)

8/31-10/29: Teachers will conduct data chats with students to create meaningful growth goals based on previous standardized test scores, classroom evidence, and summative assessment data (midterms, unit

tests, etc.). The resulting data will increase by a minimum of 10 percentage points in mathematics by the 2022 State Assessments.

Person Responsible Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/29: Teachers will track student data/progress utilizing data chart that will serve to document gains evidenced by teacher assessment/project data, indicating that their needs were addressed and there is progress towards their growth goal. The resulting data will increase by a minimum of 10 percentage points by the 2022 State Assessments.

Person Responsible Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/29: Administrators will conduct formal and informal walk-throughs to monitor implementation of differentiated instruction based on data findings. As a result, reflective practices in our system review and data will be adjusted and modified to meet our action steps.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Synergy School Leadership Team, Administrative Team, Department and Grade Level teams will meet with teachers and counselors to debrief, reflect, modify, and provide support as needed based on the collected evidence from the Instructional Review Team. Differentiated instructional strategies will be reformulated based on the result of the supporting evidence with a focus on content, process, product, and learning results.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Synergy School Leadership Team, Administrative Team, Department and Grade Level teams will meet with teachers and counselors to debrief, reflect, reassess, modify, and provide support as needed based on the collected evidence from the Instructional Review Team resulting in awareness of the needs found to be able to improve differentiation of instruction.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29 Following the formal and informal walk-throughs to monitor instructional practices related to differentiation, administrators will provide reflective feed during post observation conferences.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29 :Continue to schedule data chat sessions to discuss available data.(Mid Year, Classroom Assessments , State Assessment 2022, and on going classroom assessment) to strategize potential ways for improving performance. Students performing below 70 percent proficiency, have been already selected to participate in Reading, Math and Science tutoring during school hours

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity**Area of****Focus**

Diversity and Equity were chosen based on anecdotal evidence and collaboration with

Description and

students in focus groups. When students feel included and have a sense of belonging, they are more likely to be engaged and succeed in their academic endeavors.

Rationale:**Measurable Outcome:**

If we successfully implement our targeted element of Equity and Diversity, our students will feel safe, welcome, and motivated to be engaged in their learning and receptive to quality instruction. ---

Monitoring:

The Leadership Team work to connect with students who are experiencing feelings of isolation or lacking a sense of belonging causing disengagement. The Leadership Team will plan activities that foster collegiality, and sense of belonging and collaboration amongst students, providing students with a forum to express their individuality and interests. The LT will work closely with student services team to monitor student mental and emotional wellbeing. To ensure we are on track to meeting the outcome above the LT meet bi-weekly with student services and faculty to obtain feedback on student participation and engagement.

Person responsible for monitoring outcome:

Katyna Lopez-Martin (pr7081@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Equity and Diversity, our school will focus on the evidence Based Strategy of Inclusivity, Tolerance, and Anti-Bullying. Inclusivity, Tolerance, and Anti-Bullying will assist in ensuring all students and staff feel safe from physical harm, teasing, gossip and exclusion in school and/or social media.

Rationale for Evidence-based Strategy:

Based on student and faculty concerns, our school will implement the targeted element of Inclusivity, Tolerance, and Anti-Bullying to assist in increasing the sense of safety and belonging for all students and staff. This school-wide initiative will provide the Leadership Team with a systematic approach to identify and address instances of physical harm, teasing, gossip and exclusion in school and/or social media.

Action Steps to Implement

8/31- 10/29: Hosting assemblies that will dismantle racism and increase diversity and equity within the school culture resulting in augmenting the sense of safety and belonging for all students and staff.

Person Responsible

Katyna Lopez-Martin (pr7081@dadeschools.net)

8/31-10/29: Provide ongoing educational sessions on cyber safety, digital responsibility, and safe and appropriate use of technology, anti-bullying and tolerance, and maintain consistent protocols such as: wearing IDs and conducting emergency and evacuation drills, resulting and maintaining a healthy and safe school environment.

Person Responsible

Katyna Lopez-Martin (pr7081@dadeschools.net)

8/31-10/29: Create a student and staff survey to collect data on the current reality of diversity and equality to determine and analyze our biases and how they affect the culture of the school. As a result, this will determine our biases and areas to focus on for improvement.

Person Responsible

Michele Molina (mmmolina@dadeschools.net)

8/31- 10/29: In order to better serve students, we will provide opportunities for all staff members to continue attending PD on Mental First Aid training and Virtual Learning in order to maintain a school culture of Inclusivity, Tolerance and Anti-bullying, As a result, this will provide reflective practices in our system review data to adjust and modify action steps.

Person Responsible Marlene Zamora (mzamora@dadeschools.net)

11/1-12/17: Synergy School Leadership Team, Administrative Team, Department and Grade Level teams will meet with teachers and counselors to debrief, reassess, reflect, modify, and provide support as needed based on the collected evidence from the Student/Staff Equity and Diversity Survey.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Professional Development Activities related to Equity and Diversity will continue to take place focusing on student survey results to identify the areas of improvement as we support each student through experiences that reflect equity, inclusion, and diversity.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29: Create a follow up survey from student and staff to collect data on progress made that addresses diversity and equality. As a result, this will determine any continued biases and areas to focus for improvement.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29: Schedule meetings to check on the progress of the RIDES program for expanding the impacts and engaging more stakeholders in the equity work and to share some materials and approaches and refine plans for broadening, deepening, and continuing this work into the next school year. A set of resources (along with their rationales) to support you and your team in (1) deepening conversations around race and (2) building skills in communicating in ways that will inspire others to engage in long term change towards equity. This includes supporting you as equity leaders in understanding the basic principles for communication and engagement-- of how to work best with three tiers of stakeholders:

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

#4. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:

Teacher Recruitment and Retention: As a school-based leader, implementing targeted initiatives that focus on building and cultivating a staff of competent teachers that fit the school's climate and culture.
 Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Teacher Recruitment and Retention. Teachers in the building expressed that staff morale was low and that they wanted their ideas to be listened to and considered. High staff morale is an essential component of staff engagement resulting in improved student achievement, school climate, and culture. When morale is high it is more likely that teachers will remain committed to the school.

Measurable Outcome:

If we successfully implement the Targeted Element of Teacher Recruitment and Retention, staff morale will be restored to pre-pandemic enthusiasm resulting in full staff and student engagement, improved student performance and a thriving culture within the school community.

Monitoring:

The Leadership team will listen and consider expressed concerns. The leadership team will have an open-door policy for teachers and staff. Monitoring will take place in discussions in faculty, grade level, and department meetings.

Person responsible for monitoring outcome:

Katyna Lopez-Martin (pr7081@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Teacher recruitment and retention, we will focus on the evidence-based strategy of: Promoting the Morale and Performance of the Team. The LT will check in with staff members regularly and identify their needs, provide positive reinforcement, support, and feedback, and solicit teacher input in decision-making at least quarterly.

Rationale for Evidence-based Strategy:

The LT will employ motivational efforts to ensure the morale remains high. The LT will also incorporate opportunities to elevate the team's morale during difficult times and celebrate successes.

Action Steps to Implement

8/31-10/29: Recognition of department/staff members via announcements, faculty meetings, monthly publications, social media or other means available, resulting in elevating the team's morale during difficult times and celebrating successes.

Person Responsible

Katyna Lopez-Martin (pr7081@dadeschools.net)

8/31-10/29: Social Reactivation of the DASH Social Sunshine Club Committee to celebrate important occasions, resulting in team building and comradery among faculty and staff.

Person Responsible

Eleonor McKinley (emckinley@dadeschools.net)

8/31-10/29: Provide a forum for staff to provide input in decision making and/or express concerns to the administration and/or Leadership Team, including scheduling appointments with administration resulting in teacher opportunities to partake in decision making in the school.

Person Responsible

Katyna Lopez-Martin (pr7081@dadeschools.net)

8/31-10/29: Establish systems for capturing suggestions, ideas, requests, etc. in order to maintain open, constructive communication between faculty, staff and administration. This will result in increasing communication between faculty and staff.

Person Responsible Zuyin Companioni (zcompanioni@dadeschools.net)

11/1-12/17: Synergy School Leadership Team, Administrative Team, Department and Grade Level teams will seek feedback from teachers to ensure the right medium is being used to communicate the needs of team. Suggestions and ideas will be implemented to meet the needs of all.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

11/1-12/17: Professional Development Activities related to Teacher Recruitment and Retention will continue take place focusing on ways to improve professional support, collaboration, shared decision making, and resources available to teachers.

Person Responsible Marlene Zamora (mzamora@dadeschools.net)

1/31-4/29: Invite teachers to the Meeting Center to complete the School Climate Survey to gather end of year data necessary to analyze , debrief, reflect, reassess, modify, and provide support as needed based on the collected evidence from the Survey.

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

1/31-4/29: Based on the feed back gathered through the systems established to capture suggestions, ideas and requests, professional conversations will take place to continue improving team building and comradery among faculty and staff .

Person Responsible Katyna Lopez-Martin (pr7081@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Design and Architecture Senior High reported 0.2 incidents per 100 students. When compared to high schools statewide, it falls into the very low category. There were no violent incidents, property incidents, or suspensions. Our primary concern this year will be cyber safety, digital responsibility, and safe and appropriate use of technology.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Physical and Emotional Safety and Support, Care and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children via our Student Services department. Students are supported through our Peer-to-Peer program and our internship program. Staff are provided opportunities to in Team-Building activities via department and grade-level meetings bi-weekly, including Vertical Team meeting practices at least once a school year. Students and parents participate in school culture and environment via ESSAC meetings, school clubs, peer-tutoring. Our school events foster, creativity, showcasing and extend our school happenings and our productivity not just among our stakeholders but we extend ourselves into the greater community and nurture our school identity and consistently provide opportunities for collaboration. We host the following events annually: Multicultural Day, Book Fair field trips, Portfolio Day, Fashion Show, The Phantom Film Festival, The De La Cruz Project, Senior Showcase and Internship Fair. Our school maintains a Sunshine Club for teachers and staff where we come together to share celebrations of success during informal meet-ups. We engage in opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders via school assemblies, suggestion drop-box, and faculty meetings. We schedule student class officers' meetings to gather information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our monthly DASH Flash newsletter and our DASH Dispatch blog that is continuously updated via Word Press. We also use social media platforms such as DASH Instagram. Our school maintains a Faculty Teams page for staff updates and other school information along side student class TEAMS per grade level which allows students to coordinate with faculty and staff on various events that are happening and gives another platform for students to get any information they may need as well as voice any concerns or questions. We also utilize ConnectEd to communicate with staff, parents and students with latest information of events and important news. We continue to build our skill-set via professional development, team building exercises in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist

in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
Total:			\$0.00