



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Design & Architecture Senior High

4001 NE 2ND AVE

Miami, FL 33137

305-573-7135

<http://www.dashschool.org>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 41%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 76%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Design & Architecture Senior High

##### Principal

Stacy Mancuso H

##### School Advisory Council chair

Quintera Parris

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Stacey Mancuso, Ed.D	Principal
Zulaima Sarmiento	Assistant Principal
Nicholas Britton	Magnet Lead Teacher
Eloisa Mena	Science Department Chairperson/Biology Teacher
Quintera Parris	EESAC Chairperson/English 2 Teacher
Patricia Salahuddin, Ed.D	Language Arts Department Chairperson/English 3 Teacher
Rudolf Zick	Mathematics Department Chairperson/Geometry Teacher
Tracy Regan	Fine Arts Department Chairperson
Teresa Grafton	Social Studies/World Languages Department Chairperson
James Gilham	Activities Director/Science Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The DASH Educational Excellence School Advisory Council (EESAC) membership consists of the following: principal- 1, UTD steward-1, teachers-5, parents-6, educational support-1 and business/ community representatives (BCR)-2.

#### Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) at Design and Architecture Senior High is the sole body responsible for final-decision-making at the school relating to the implementation of the School Improvement Plan (SIP). Ultimately, our aim is for all members of the DASH community to work together to ensure improved student achievement. In May 2012, EESAC met to review the 2012-2013 SIP End-of-Year report. The recommendations and modifications stated were taken into consideration for the development of this year's SIP. The EESAC will meet in September to review the 2013-2014 SIP prior to uploading to the state site. The SIP is monitored throughout the year, formally during mid-year and end-of-year reviews.

**Activities of the SAC for the upcoming school year**

The EESAC activities for the 2012-2013 school year will consist of the following:

- Reviewing the School Improvement Plan (SIP), the Mid-Year, and End of Year Reports.
- Monitoring the implementation of the SIP.
- Advising allocation of School Recognition Funds.
- Deciding on the spending of the EESAC annual budget of \$2,630.

**Projected use of school improvement funds, including the amount allocated to each project**

The school improvement funds will be used to provide student incentives for perfect attendance and academic achievement. The school will be allocated \$2625 (\$5 per student), of which \$1000 will be used for perfect attendance incentives, and \$1625 will be used for academic achievement.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Stacy Mancuso H**

Principal

Years as Administrator: 21

Years at Current School: 12

**Credentials**

BFA, Syracuse University (Sculpture)  
 MA, Ohio State University (Art Education & Film)  
 Ed.D., NOVA (Ed. Leadership)  
 Certifications: Art (K-12), School Principal (All Levels)

**Performance Record**

2013 – School Grade Pending  
 Rdg. Proficiency, 95%  
 Math Proficiency, 99%  
 Rdg. Lrg. Gains, 85 points  
 Math Lrg. Gains, 100 points  
 Rdg. Imp. of Lowest 25% -  
 85 points  
 Math Imp. of Lowest 25% -  
 100 points  
 Rdg. AMO – 95%  
 Math AMO – 99%

2012 – School Grade A  
 Rdg. Proficiency, 90%  
 Math Proficiency, 100%  
 Rdg. Lrg. Gains, 80 points  
 Math Lrg. Gains, 102 points  
 Rdg. Imp. of Lowest 25% - 80 points  
 Math Imp. of Lowest 25% - 100 points  
 Rdg. AMO 92%  
 Math AMO 86%

2011 – School Grade A  
 Rdg. Proficiency, 86%  
 Math Proficiency, 97%  
 Rdg. Lrg. Gains, 77 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% -  
 66 points  
 Math Imp. of Lowest 25% -  
 91 points  
 Rdg. AMO 88  
 Math AMO 85

2010 – School Grade A  
 Rdg. Proficiency, 87%  
 Math Proficiency, 94%  
 Rdg. Lrg. Gains, 77 points  
 Math Lrg. Gains, 85 points  
 Rdg. Imp. of Lowest 25% -  
 73 points  
 Math Imp. of Lowest 25% -  
 89 points

2009 – School Grade A  
 Rdg. Proficiency, 91%  
 Math Proficiency, 98%



Rdg. Lrg. Gains, 80 points  
Math Lrg. Gains, 81 points  
Rdg. Imp. of Lowest 25% -  
77 points  
Math Imp. of Lowest 25% -  
100 points

**Zulaima Sarmiento**

Asst Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

MS in Ed. Leadership,  
 BS in Industrial Engineering;  
 Certifications: Mathematics 5-9, Mathematics 6-12, Leadership  
 K-12

**Performance Record**

2013 – School Grade Pending  
 Rdg. Proficiency, 95%  
 Math Proficiency, 99%  
 Rdg. Lrg. Gains, 85 points  
 Math Lrg. Gains, 100 points  
 Rdg. Imp. of Lowest 25% -  
 85 points  
 Math Imp. of Lowest 25% -  
 100 points  
 Rdg. AMO – 95%  
 Math AMO – 99%

2012 – School Grade A  
 Rdg. Proficiency, 67%  
 Math Proficiency, 75%  
 Rdg. Lrg. Gains, 80 points  
 Math Lrg. Gains, 64 points  
 Rdg. Imp. of Lowest 25% - 81 points  
 Math Imp. of Lowest 25% - 50 points  
 Rdg. AMO 65%  
 Math AMO 80%

2011 – School Grade A  
 Rdg. Proficiency, 81%  
 Math Proficiency, 91%  
 Rdg. Lrg. Gains, 63 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% -  
 54 points  
 Math Imp. of Lowest 25% -  
 64 points  
 Rdg. AMO 62  
 Math AMO 78

2010 – School Grade A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 87%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 54 points  
 Rdg. Imp. of Lowest 25% -  
 68 points  
 Math Imp. of Lowest 25% -  
 57 points

2009 – School Grade A  
 Rdg. Proficiency, 83%  
 Math Proficiency, 87%

Rdg. Lrg. Gains, 72 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% -  
 70 points  
 Math Imp. of Lowest 25% -  
 68 points  
 Palm Springs North Elementary School Assistant Principal  
 2009-2012.

**Classroom Teachers**

<b># of classroom teachers</b>	33
<b># receiving effective rating or higher</b>	33, 100%
<b># Highly Qualified Teachers</b>	97%
<b># certified in-field</b>	32, 97%
<b># ESOL endorsed</b>	4, 12%
<b># reading endorsed</b>	2, 6%
<b># with advanced degrees</b>	16, 48%
<b># National Board Certified</b>	4, 12%
<b># first-year teachers</b>	1, 3%
<b># with 1-5 years of experience</b>	2, 6%
<b># with 6-14 years of experience</b>	16, 48%
<b># with 15 or more years of experience</b>	14, 42%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	1
<b># Highly Qualified</b>	1, 100%

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mathematics teacher, Orestes Amador, will serve as the mentor for the first-year teacher, Allison Hernandez. Mr. Amador is an experienced teacher, who has completed the Mentoring and Induction for New Teachers (MINT) training. He will plan collaboratively with Ms. Hernandez and model lessons. Professional Development in needed areas, including Common Core Standards, will be provided for Ms. Hernandez.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Respond 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. Gather 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. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze 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 completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 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 the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

#### Tier 1 (Leadership Team)

Administrators, Dr. Stacey Mancuso (Principal), Zulaima Sarmiento, (Assistant Principal), who will 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 will include the following members who will carry out SIP planning and MTSS problem solving

- School Magnet Lead Teacher, Nicholas Britton, Language Arts/Reading Department Chairperson, Dr. Patricia Salahuddin, Mathematics Department Chairperson, Rudolf Zick, Science Department Chairperson Eloisa Mena, Technology Department Chairperson, Maureen Cooling, Art/Design Department Chairperson, Tracy Regan
- Special Education Teacher, Marlene Zamora
- School Guidance Counselors, Kerly Cileli and Michele Molina
- School Psychologist, Randy Barry
- School Social worker,
- Member of the DASH Advisory Board, Michelle Simmons, and members of the PTSA Board, Marguerite Ramos (President), Alex Barreras, Jennifer Cazzaniga, and Liz Lichtenstein.
- 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 (Dr. Stacey Mancuso, Zulaima Sarmiento, Kerly Cileli, Michele Molina, and Marlene Zamora) members of the MTSS Leadership Team 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 when needed to provide information or revise efforts.

#### Tier 3 SST

Selected members of the Leadership Team (Dr. Stacey Mancuso, Zulaima Sarmiento, Kerly Cileli, Michele Molina, and Marlene Zamora), Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

District baseline examinations for reading, mathematics and science; PMRN and/or equivalent.

Progress Monitoring: PMRN or equivalent.

Midyear: District interim examinations or in-house quarterly assessments.

End of Year: FCAT 2.0, Algebra I EOC Assessment, Geometry EOC Assessment, and Biology EOC Assessment

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students**Minutes added to school year:** 9,900

DASH students have an eight period day providing a foundation program and three years of intensive study in a design major, such as Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design, or Film and Entertainment. Students in 10th, 11th and 12th grade take two (2) courses in their major together with a fine arts foundation course. A wide range of elective courses, including virtual school, is offered to meet student needs and interests.

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this 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 the department to monitor and ensure student achievement.

**Who is responsible for monitoring implementation of this strategy?**

The administrators, both the principal and the assistant principal, are responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Stacey Mancuso, Ed. D	Principal
Zulaima Sarmiento	Assistant Principal
Nicholas Britton	Magnet Lead Teacher
Kerly Cileli	Student Services Department Chairperson
Maureen Cooling	Technology Department Chairperson
Teresa Grafton	Social Studies/World Languages Department Chairperson
Eloisa Mena	Science Department Chairperson
Tracy Regan	Art/Design Department Chairperson
Patricia Salahuddin	Language Arts Department Chairperson
Marlene Zamora	SPED Coordinator/Reading Teacher
Rudolf Zick	Mathematics Department Chairperson

**How the school-based LLT functions**

The LLT meets bi-monthly on Mondays to review data and link it to instructional and reading programs, monitor progress, and identify professional development needs of the school.

## Major initiatives of the LLT

DASH will concentrate on becoming well-versed with the Common Core Standards, as part of Learning Communities within each core curriculum department. Tutoring sessions for reading (Trail Blazers), Algebra I, geometry, and biology will continue to take place during lunch, as well as the reading peer tutoring program (Test Busters), also held during lunch.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

All teachers alternate between bi-weekly departmental and grade level meetings. Teachers collaboratively review and discuss evidence of students' progress and appropriate modifications. Instructional Focus Calendar (IFC) will be adjusted, as necessary, based on evidence collected. All teachers are encouraged to use reading instructional strategies for all subject areas. Additionally, DASH has a daily 30-minute sustained silent built into the schedule to encourage students to make reading a part of their daily activity and improve their reading skills.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

DASH students have an eight period day providing a foundation program and three years of intensive study in a design major, such as Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design or Film and Entertainment. Students in 10th, 11th and 12th grades take two (2) courses in their major together with a fine arts foundation course. A wide range of elective courses including virtual school is offered to meet student needs and interests.

The Internship Program provides 11th and 12th grade students with the opportunity to understand the relationship between subjects and relevance to their future. It prepares them for the workforce and exposes them to industry experience. Seventy percent of DASH Seniors and 30% of Juniors participate in an Executive Internship Program 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 the industry certification exam.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

DASH students have an eight period day providing a foundation program and three years of intensive study in a design major, such as Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design, or Film and Entertainment. Students in 10th, 11th and 12th grade take two (2) courses in their major together with a fine arts foundation major course. A wide range of elective courses, including virtual school, is offered to meet student needs and interests.

### Strategies for improving student readiness for the public postsecondary level

The College Admissions Program (CAP) Adviser/Career Counselor, Internship Coordinator, and counselors work closely together to ensure students meet graduation requirements, follow a challenging curriculum, and maintain academic excellence. The CAP adviser 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 92% are enrolled in a four year college or university.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	90%	95%	Yes	91%
American Indian		0%		
Asian		0%		
Black/African American	78%	86%	Yes	81%
Hispanic	89%	96%	Yes	90%
White	98%	97%	Yes	98%
English language learners		0%		
Students with disabilities	56%	56%	Yes	60%
Economically disadvantaged	79%	97%	Yes	81%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	17%	17%
Students scoring at or above Achievement Level 4	204	78%	78%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0)		85%	87%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	114	97%	97%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	122	96%	96%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	99%	Yes	89%
American Indian		0%		
Asian		0%		
Black/African American		97%		
Hispanic	86%	99%	Yes	87%
White		99%		
English language learners		0%		
Students with disabilities		91%		
Economically disadvantaged	76%	99%	Yes	78%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		100%	100%
Students in lowest 25% making learning gains (EOC)		100%	100%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	114	92%	93%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	21%	21%
Students scoring at or above Achievement Level 4	36	75%	75%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	9%	9%
Students scoring at or above Achievement Level 4	96	90%	90%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	25%	26%
Students scoring at or above Achievement Level 4	82	69%	69%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	206	40%	50%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	64	13%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	16	3%	10%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	85	17%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		86%	87%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	315	60%	61%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	35	7%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	96	18%	25%
Passing rate (%) for students who take CTE industry certification exams		86%	87%
CTE program concentrators	1	14%	15%
CTE teachers holding appropriate industry certifications	1	3%	6%

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	3%	2%
Students in ninth grade with one or more absences within the first 20 days	33	24%	20%
Students in ninth grade who fail two or more courses in any subject	1	1%	1%
Students with grade point average less than 2.0	5	1%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	101	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	114	100%	100%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

The percent of parents participating in two or more school sponsored events will increase by one (1) percentage point, from 2% in 2012-2013, to 3% in 2013-2014.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation of parents in more than one school sponsored event.	10	2%	3%

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading indicate that 95% of DASH students in Grades 9 and 10 scored Level 3 or higher. Our goal for the 2013-2014 school year is maintain this high level of performance.
- G2.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 97% of DASH students were “college ready” in reading. Our goal for 2013-2014 is to maintain the percent of “college ready” students in reading at 97%.
- G3.** The results of the 2013 FCAT 2.0 Writing indicate that 96% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring a 3.5 or higher.
- G4.** The results of the 2012-2013 mathematics target courses indicate that all students (100%) made learning gains. Our goal for 2013-2014 school year is maintain the percent of students making learning gains at 100%.
- G5.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 92% of DASH students were “college ready” in mathematics. Our goal for 2013-14 is to increase the percent of “college ready” students in mathematics by one percentage point.
- G6.** The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.
- G7.** The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.
- G8.** The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.
- G9.** During the 2012-2013 school year, one (1) STEM-related Advanced Placement (AP) course was offered at DASH. Our goal for 2013-2014 is to increase the offerings of STEM-related AP courses in mathematics and science from one (1) course to five (5) courses.
- G10.** During the 2012-2013 school year, the percent of students enrolled in one or more CTE course was 19%. Our goal for 2013-2014 is to increase the percent of students enrolled in CTE courses from 19% to 25%.
- G11.** The results of the 2013 U.S. History EOC Assessment indicate 29% of the students scored in the middle third and 67% scored in the upper third. Our 2014 goal is to increase the percent of students scoring in middle third to 32% and upper third to 68%.

- G12.** The percent of students who missed 10% or more of instructional time in 2012-2013 was 3%. Our goal for 2013-2014 is to decrease this percent by one (1) percentage point, from 3% to 2%.
- G13.** The graduation rate for 2013 was 100%. DASH will maintain 100% Graduation rate in 2014.
- G14.** The percent of parents participating in two or more school sponsored events will increase by one (1) percentage point, from 2% in 2012-2013, to 3% in 2013-2014.

**Goals Detail**

**G1.** The results of the 2013 FCAT 2.0 Reading indicate that 95% of DASH students in Grades 9 and 10 scored Level 3 or higher. Our goal for the 2013-2014 school year is maintain this high level of performance.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- Webb's Depth of Knowledge, Common Core Standards

**Targeted Barriers to Achieving the Goal**

- The results of the 2013 FCAT 2.0 Reading Test indicated that 17% of DASH students achieved Level 3. Students need additional support in identifying main idea.
- The results of the 2013 FCAT 2.0 Reading Test indicated that 78% of students achieved Level 4 or higher. Students need additional support in determining validity and reliability of information (cat.4).
- The 2013 FCAT 2.0 Reading Test results indicate that 85% of students made learning gains. Students demonstrate weakness in determining the meaning of multiple-meaning words.
- The 2013 FCAT 2.0 Reading Test results indicate that 85% of the students in the lowest 25% made learning gains. Students have difficulties drawing conclusions from informational texts.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

**G2.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 97% of DASH students were “college ready” in reading. Our goal for 2013-2014 is to maintain the percent of “college ready” students in reading at 97%.

**Targets Supported**

**Resources Available to Support the Goal**

- Common Core Standards

**Targeted Barriers to Achieving the Goal**

- Students have difficulties identifying main idea and drawing conclusions from text.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: SAT Practice Tests and ongoing assessments; Summative: 2013-2014 SAT or ACT Results

**G3.** The results of the 2013 FCAT 2.0 Writing indicate that 96% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring a 3.5 or higher.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Graphic organizers, 6 + 1 Trait Writing, FLDOE anchor papers

**Targeted Barriers to Achieving the Goal**

- The areas of deficiency as noted on the 2013 FCAT 2.0 were organization, sentence fluency and development of ideas.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.



**G4.** The results of the 2012-2013 mathematics target courses indicate that all students (100%) made learning gains. Our goal for 2013-2014 school year is maintain the percent of students making learning gains at 100%.

**Targets Supported**

**Resources Available to Support the Goal**

- Common Core Standards

**Targeted Barriers to Achieving the Goal**

- Students need additional opportunities to improve mathematical fluency and problem solving proficiency.
- Students in the lowest 25% need additional opportunities to their analytic skills and problem solving skills.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Classroom assessments, District Interim Assessments; Summative: 2014 EOC Assessments

**G5.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 92% of DASH students were “college ready” in mathematics. Our goal for 2013-14 is to increase the percent of “college ready” students in mathematics by one percentage point.

**Targets Supported**

**Resources Available to Support the Goal**

- Common Core Standards

**Targeted Barriers to Achieving the Goal**

- Students have difficulties mathematical fluency and problem solving.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: SAT Practice Tests and ongoing assessments; Summative: 2013-2014 SAT or ACT Results

**G6.** The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Common Core Standards for Mathematics; on-line resources such as Gizmos, Algebra Nation and on-line components of the textbook.

**Targeted Barriers to Achieving the Goal**

- The percent of students achieving Level 3 on the Algebra 1 EOC Assessment was 21%. The lowest achievement in Algebra was in the content area polynomials.
- The percent of students achieving Levels 4-5 on the Algebra 1 EOC Assessment was 75%. The lowest achievement in Algebra was in the content area polynomials with 63% right answers.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

**G7.** The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Graphing Calculators and Geometers Sketchpad

**Targeted Barriers to Achieving the Goal**

- The percent of students achieving Level 3 on the Geometry EOC Assessment was 9%. The lowest achievement was in the content area Three-Dimensional Geometry.
- The percent of students achieving Levels 4 or 5 on the Geometry EOC Assessment was 90%. The lowest achievement was in the content area Three-Dimensional Geometry with 71 right answers.

## Plan to Monitor Progress Toward the Goal

FCIM

### Person or Persons Responsible

MTSS/Rtl

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: Ongoing assessments, District Interim Assessments; Summative: 2014 Geometry EOC Assessment

**G8.** The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.

### Targets Supported

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Common Core Standards, Biology EOC Test Item Specifications

### Targeted Barriers to Achieving the Goal

- The percent of students achieving Level 3 on the Biology EOC Assessment was 25%. The greatest area of difficulty for students was Molecular and Cellular Biology.
- The percent of students achieving Levels 4-5 on the Biology EOC Assessment was 69%. The greatest area of difficulty for students was Molecular and Cellular Biology with 75% of students achieving mastery.

## Plan to Monitor Progress Toward the Goal

FCIM

### Person or Persons Responsible

MTSS/Rtl

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: 2014 Biology EOC Assessment

**G9.** During the 2012-2013 school year, one (1) STEM-related Advanced Placement (AP) course was offered at DASH. Our goal for 2013-2014 is to increase the offerings of STEM-related AP courses in mathematics and science from one (1) course to five (5) courses.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- District's STEM Initiative

**Targeted Barriers to Achieving the Goal**

- The percent of students taking one or more STEM AP exams in 2012-2013 was 3%.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

June - September 2013

**Evidence of Completion:**

Master Schedule

**G10.** During the 2012-2013 school year, the percent of students enrolled in one or more CTE course was 19%. Our goal for 2013-2014 is to increase the percent of students enrolled in CTE courses from 19% to 25%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Computers, Additional Certified Teacher

**Targeted Barriers to Achieving the Goal**

- Stability of infrastructure, disrupted access to computers and incapacity of older computers to run the Adobe CS6 software affects practice and CTE tests and could impact students' success rate. The number of students enrolled in one or more CTE courses was 96 (19%).

## Plan to Monitor Progress Toward the Goal

FCIM

### Person or Persons Responsible

Administration, Technology Coordinator

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: Regularly scheduled assessments and practice tests; Summative: CTE 2014 Certification Test

**G11.** The results of the 2013 U.S. History EOC Assessment indicate 29% of the students scored in the middle third and 67% scored in the upper third. Our 2014 goal is to increase the percent of students scoring in middle third to 32% and upper third to 68%.

### Targets Supported

- U.S. History EOC

### Resources Available to Support the Goal

- Common Core Standards, U.S. History Test Item Specifications

### Targeted Barriers to Achieving the Goal

- The percent of students scoring in the middle third on the U.S. History Assessment was 29%. Students have difficulty writing to inform and to persuade.
- The percent of students scoring in the upper third on the U.S. History Assessment was 67%. Students have difficulty with rigorous evaluation requiring in-depth analysis of primary source documents.

## Plan to Monitor Progress Toward the Goal

FCIM

### Person or Persons Responsible

MTSS/Rtl

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Formative: Bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

**G12.** The percent of students who missed 10% or more of instructional time in 2012-2013 was 3%. Our goal for 2013-2014 is to decrease this percent by one (1) percentage point, from 3% to 2%.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- Connect Ed Communication System, Attendance Committee

**Targeted Barriers to Achieving the Goal**

- Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality for students new to DASH. As DASH serves all of Miami-Dade County, students rely on public transportation and travel for hours to get to school in addition to having a rigorous eight-class schedule. As a result, the percent of ninth grade students one or more absences within the first 20 days was 24%.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

August - September 2013

**Evidence of Completion:**

Student Attendance Bulletins

**G13.** The graduation rate for 2013 was 100%. DASH will maintain 100% Graduation rate in 2014.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- Counselors, Credit History Reports, COGNOS

**Targeted Barriers to Achieving the Goal**

- A small number of students may be at risk of not meeting graduation requirements.

**Plan to Monitor Progress Toward the Goal**

Review credit history and quarterly grade reports.

**Person or Persons Responsible**

Administration, Student Services Department

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Graduation List of Students

**G14.** The percent of parents participating in two or more school sponsored events will increase by one (1) percentage point, from 2% in 2012-2013, to 3% in 2013-2014.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Email Communication

**Targeted Barriers to Achieving the Goal**

- Working parents often cannot come to school sponsored events.

**Plan to Monitor Progress Toward the Goal**

FCIM

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increased PTSA membership

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Reading indicate that 95% of DASH students in Grades 9 and 10 scored Level 3 or higher. Our goal for the 2013-2014 school year is maintain this high level of performance.

**G1.B1** The results of the 2013 FCAT 2.0 Reading Test indicated that 17% of DASH students achieved Level 3. Students need additional support in identifying main idea.

**G1.B1.S1** Provide students with opportunities and support in identifying main idea.

### Action Step 1

Utilize Webb's Depth of Knowledge and Common Core practices.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments, and student work samples; Summative: FCAT 2.0 2014

#### Facilitator:

Language Arts/Reading Department Chairperson

#### Participants:

Language Arts Teachers and Reading Teacher

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

Florida Continuous Improvement Model (FCIM)

#### Person or Persons Responsible

Literacy Leadership Team (LLT)

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014



## Plan to Monitor Effectiveness of G1.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

**G1.B2** The results of the 2013 FCAT 2.0 Reading Test indicated that 78% of students achieved Level 4 or higher. Students need additional support in determining validity and reliability of information (cat.4).

**G1.B2.S1** Provide a variety of instructional strategies and activities that include determining validity and reliability of information in the classroom setting.

### Action Step 1

Utilize Webb's Depth of Knowledge and Common Core practices

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments, and student work samples; Summative: FCAT 2.0 2014

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments; Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G1.B2.S1

FCIM

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments; Summative: FCAT 2.0 2014

**G1.B3** The 2013 FCAT 2.0 Reading Test results indicate that 85% of students made learning gains. Students demonstrate weakness in determining the meaning of multiple-meaning words.

**G1.B3.S1** Assist students with recognizing vocabulary in context and utilize them in various applications.

### Action Step 1

Review the interim assessment data and ongoing classroom assessments to identify deficient benchmarks and adjust instruction as needed, utilizing the (FCIM) process.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments, and student work samples; Summative: FCAT 2.0 2014

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G1.B3.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

**G1.B4** The 2013 FCAT 2.0 Reading Test results indicate that 85% of the students in the lowest 25% made learning gains. Students have difficulties drawing conclusions from informational texts.

**G1.B4.S1** Utilize grade-level appropriate texts, in classroom and tutorial settings, that focus on drawing conclusions from informational text.

### Action Step 1

Provide instruction and application in anchoring conclusions back to the text (e.g., explaining and justifying decisions).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments, and student work samples; Summative: FCAT 2.0 2014

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G1.B4.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: FCAT 2.0 2014

**G2.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 97% of DASH students were “college ready” in reading. Our goal for 2013-2014 is to maintain the percent of “college ready” students in reading at 97%.

**G2.B1** Students have difficulties identifying main idea and drawing conclusions from text.

**G2.B1.S1** Utilize grade-level appropriate texts, in the classroom utilizing differentiated instruction that focus on main idea and drawing conclusions from text.

### Action Step 1

Provide instruction and application in anchoring main idea and conclusions back to the text through explaining and justifying decisions. Teachers will review the post readiness test PERT and SAT data and ongoing classroom assessments to identify deficient benchmarks and adjust instruction as needed utilizing the FCIM process.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: SAT Practice Tests and ongoing assessments and student work samples; Summative: 2013-2014 SAT or ACT Results

## Plan to Monitor Fidelity of Implementation of G2.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: SAT Practice Tests and ongoing assessments; Summative: 2013-2014 SAT or ACT Results

## Plan to Monitor Effectiveness of G2.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: SAT Practice Tests and ongoing assessments; Summative: 2013-2014 SAT or ACT Results

**G3.** The results of the 2013 FCAT 2.0 Writing indicate that 96% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring a 3.5 or higher.

**G3.B1** The areas of deficiency as noted on the 2013 FCAT 2.0 were organization, sentence fluency and development of ideas.

**G3.B1.S1** Expose student to the use of graphic organizer/plan to write a draft organized with logical sequence of beginning, middle, end, using supporting details, or providing facts and /or opinions through concrete examples, comparisons, real life examples, anecdotes and facts. Students will apply elements of syntax to enhance their writing.

**Action Step 1**

Incorporate daily writing activities, 6 + 1 Trait Writing and grammar exercises. Administer and score students' monthly writing prompts to monitor progress and adjust focus of instruction.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.

**Facilitator:**

Language Arts Department Chairperson

**Participants:**

Language Arts Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

FCIM

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.

## Plan to Monitor Effectiveness of G3.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.

**G4.** The results of the 2012-2013 mathematics target courses indicate that all students (100%) made learning gains. Our goal for 2013-2014 school year is maintain the percent of students making learning gains at 100%.

**G4.B1** Students need additional opportunities to improve mathematical fluency and problem solving proficiency.

**G4.B1.S1** Provide students with additional opportunities to improve mathematical fluency and problem solving proficiency.

### Action Step 1

Encourage the use of technology such as graphing calculators and on-line components of teaching material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 EOC Assessments

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

FCIM

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: 2014 EOC Assessments

### Plan to Monitor Effectiveness of G4.B1.S1

FCIM

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: 2014 EOC Assessments

**G4.B2** Students in the lowest 25% need additional opportunities to their analytic skills and problem solving skills.

**G4.B2.S1** Provide opportunities for students to improve their analytic skills and problem solving skills.

#### Action Step 1

Establish and maintain a peer tutoring system.

#### Person or Persons Responsible

Mathematics Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 EOC Assessments



## Plan to Monitor Fidelity of Implementation of G4.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: 2014 EOC Assessments

## Plan to Monitor Effectiveness of G4.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: 2014 EOC Assessments

**G5.** The 2012-13 Post-secondary Education Readiness Test (PERT) results indicate that 92% of DASH students were “college ready” in mathematics. Our goal for 2013-14 is to increase the percent of “college ready” students in mathematics by one percentage point.

**G5.B1** Students have difficulties mathematical fluency and problem solving.

**G5.B1.S1** Provide opportunities for students to acquire mathematical fluency and improve their problem solving proficiency.

**Action Step 1**

Encourage the use of technology such as graphing calculators and on-line components of teaching material. Teachers will review the post readiness test PERT and SAT data and ongoing classroom assessments to identify deficient benchmarks and adjust instruction as needed utilizing the FCIM process.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: SAT Practice Tests and ongoing assessments and student work samples; Summative: 2013-2014 SAT or ACT Results

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

FCIM

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Classroom Assessments; District Interim Assessments; Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G5.B1.S1

FCIM

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Classroom Assessments; District Interim Assessments; Summative: FCAT 2.0 2014

**G6.** The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.

**G6.B1** The percent of students achieving Level 3 on the Algebra 1 EOC Assessment was 21%. The lowest achievement in Algebra was in the content area polynomials.

**G6.B1.S1** Provide more opportunities for students to master the content to completely factor polynomials.

### Action Step 1

Engage students in activities to use on-line resources such as Gizmos, Algebra Nation and on-line components of the textbook.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

### Facilitator:

Mathematics Department Chairperson

### Participants:

Mathematics Teachers

### Plan to Monitor Fidelity of Implementation of G6.B1.S1

FCIM

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Classroom Assessments, District Interim Assessments; Summative: FCAT 2014

### Plan to Monitor Effectiveness of G6.B1.S1

FCIM

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Classroom Assessments, District Interim Assessments; Summative: FCAT 2014

**G6.B2** The percent of students achieving Levels 4-5 on the Algebra 1 EOC Assessment was 75%. The lowest achievement in Algebra was in the content area polynomials with 63% right answers.

**G6.B2.S1** Help students to completely factor polynomials when more than one method is required.

#### Action Step 1

Engage students to use technology such as graphing calculators and to use on-line resources.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

## Plan to Monitor Fidelity of Implementation of G6.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

## Plan to Monitor Effectiveness of G6.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

**G7.** The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.

**G7.B1** The percent of students achieving Level 3 on the Geometry EOC Assessment was 9%. The lowest achievement was in the content area Three-Dimensional Geometry.

**G7.B1.S1** Provide opportunities for students to master the content to determine surface area, lateral area, and volume of solids.

**Action Step 1**

Assist students in activities that use technology and software programs such as Graphing Calculators and Geometers Sketchpad.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Ongoing assessments and student work samples; Summative: 2014 Geometry EOC Assessment

**Facilitator:**

Mathematics Department Chairperson

**Participants:**

Mathematics Teachers

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

FCIM

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Ongoing assessments, District Interim Assessments; Summative: 2014 Geometry EOC Assessment

## Plan to Monitor Effectiveness of G7.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments, District Interim Assessments; Summative: 2014 Geometry EOC Assessment

**G7.B2** The percent of students achieving Levels 4 or 5 on the Geometry EOC Assessment was 90%. The lowest achievement was in the content area Three-Dimensional Geometry with 71 right answers.

**G7.B2.S1** Provide opportunities for students to master the content so they will be able to determine how changes in up to three parameters affect surface area and volume.

### Action Step 1

Assist students in activities that use technology and software programs such as Graphing Calculators and Geometers Sketchpad.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments and student work samples; Summative: 2014 Geometry EOC Assessment

## Plan to Monitor Fidelity of Implementation of G7.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments, District Interim Assessments; Summative: 2014 Geometry EOC Assessment

## Plan to Monitor Effectiveness of G7.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Ongoing assessments, District Interim Assessments; Summative: 2014 Geometry EOC Assessment



**G8.** The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.

**G8.B1** The percent of students achieving Level 3 on the Biology EOC Assessment was 25%. The greatest area of difficulty for students was Molecular and Cellular Biology.

**G8.B1.S1** Sustain learning by using tutorial activities that cater to the individual needs of the students and with emphasis on cellular structures, organic chemistry, cell division, and metabolic pathways.

### **Action Step 1**

Use differentiated instructional strategies to improve student learning outcomes.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: 2014 Biology EOC Assessment

#### **Facilitator:**

Science Department Chairperson

#### **Participants:**

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

FCIM

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: 2014 Biology EOC Assessment

## Plan to Monitor Effectiveness of G8.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: 2014 Biology EOC Assessment

**G8.B2** The percent of students achieving Levels 4-5 on the Biology EOC Assessment was 69%. The greatest area of difficulty for students was Molecular and Cellular Biology with 75% of students achieving mastery.

**G8.B2.S1** Provide students with enrichment activities and inquiry-based experiences to reinforce learning and improve performance in cellular structures, organic chemistry, and metabolic pathways in plants and animals.

### Action Step 1

Use cooperative learning and interactive lectures to engage students in simulations and hands-on laboratory activities to maximize student learning outcomes.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: FCAT 2014

## Plan to Monitor Fidelity of Implementation of G8.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: FCAT 2014

## Plan to Monitor Effectiveness of G8.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: FCAT 2014

**G9.** During the 2012-2013 school year, one (1) STEM-related Advanced Placement (AP) course was offered at DASH. Our goal for 2013-2014 is to increase the offerings of STEM-related AP courses in mathematics and science from one (1) course to five (5) courses.

**G9.B1** The percent of students taking one or more STEM AP exams in 2012-2013 was 3%.

**G9.B1.S1** Enroll students in new STEM-related AP courses: AP Calculus BC, AP Physics, AP Biology, and AP Environmental Science.

**Action Step 1**

Add new STEM-related AP courses (AP Calculus BC, AP Physics, AP Biology, and AP Environmental Science) on the master schedule.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

June - September 2013

**Evidence of Completion**

Master Schedule

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

FCIM

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

June - September 2013

**Evidence of Completion**

Master Schedule

## Plan to Monitor Effectiveness of G9.B1.S1

FCIM

### Person or Persons Responsible

Administration

### Target Dates or Schedule

June - September 2013

### Evidence of Completion

Master Schedule

**G10.** During the 2012-2013 school year, the percent of students enrolled in one or more CTE course was 19%. Our goal for 2013-2014 is to increase the percent of students enrolled in CTE courses from 19% to 25%.

**G10.B1** Stability of infrastructure, disrupted access to computers and incapacity of older computers to run the Adobe CS6 software affects practice and CTE tests and could impact students' success rate. The number of students enrolled in one or more CTE courses was 96 (19%).

**G10.B1.S1** Enroll 10th grade students in 8201230 Course: Digital Media/Multimedia Foundations 3, (Career Cluster : Arts, A/V Technology, and Communication).

### Action Step 1

Recruit one additional teacher to become certified to teach an 8201230 Course class including the Adobe ACA Visual Communications Using Adobe Photoshop CS6

### Person or Persons Responsible

Principal

### Target Dates or Schedule

June - September 2013

### Evidence of Completion

Formative: Regularly scheduled assessments and practice tests; Summative: CTE 2014 Certification Test

### Facilitator:

Technology Coordinator

### Participants:

CTE Teachers

## Plan to Monitor Fidelity of Implementation of G10.B1.S1

FCIM

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Formative: Regularly scheduled assessments and practice tests; Summative: CTE 2014 Certification Test

## Plan to Monitor Effectiveness of G10.B1.S1

FCIM

### **Person or Persons Responsible**

Administration, Technology Coordinator

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Formative: Regularly scheduled assessments and practice tests; Summative: CTE 2014 Certification Test

**G11.** The results of the 2013 U.S. History EOC Assessment indicate 29% of the students scored in the middle third and 67% scored in the upper third. Our 2014 goal is to increase the percent of students scoring in middle third to 32% and upper third to 68%.

**G11.B1** The percent of students scoring in the middle third on the U.S. History Assessment was 29%. Students have difficulty writing to inform and to persuade.

**G11.B1.S1** Assist students with writing to inform and to persuade.

**Action Step 1**

Use the US History EOC Assessment Test Item Specifications booklet to guide instruction.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: Daily oral quizzes, bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

**Plan to Monitor Fidelity of Implementation of G11.B1.S1**

FCIM

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative: Bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

## Plan to Monitor Effectiveness of G11.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative: Bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

**G11.B2** The percent of students scoring in the upper third on the U.S. History Assessment was 67%. Students have difficulty with rigorous evaluation requiring in-depth analysis of primary source documents.

**G11.B2.S1** Provide students with more rigorous evaluation requiring in-depth analysis of primary source documents.

### Action Step 1

Use the US History EOC Assessment Test Item Specifications booklet to guide instruction.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Daily oral quizzes, bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014



## Plan to Monitor Fidelity of Implementation of G11.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative: Bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

## Plan to Monitor Effectiveness of G11.B2.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative: Bi-weekly site-generated assessments, District Interim Assessments; Summative: U.S. History EOC 2014

**G12.** The percent of students who missed 10% or more of instructional time in 2012-2013 was 3%. Our goal for 2013-2014 is to decrease this percent by one (1) percentage point, from 3% to 2%.

**G12.B1** Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality for students new to DASH. As DASH serves all of Miami-Dade County, students rely on public transportation and travel for hours to get to school in addition to having a rigorous eight-class schedule. As a result, the percent of ninth grade students one or more absences within the first 20 days was 24%.

**G12.B1.S1** Establish attendance committee to monitor daily attendance records and review grade-level team's referrals.

**Action Step 1**

Provide incentives for students with perfect attendance each quarter.

**Person or Persons Responsible**

Administration, Attendance Committee

**Target Dates or Schedule**

August - October 2013

**Evidence of Completion**

Meeting Agendas

**Plan to Monitor Fidelity of Implementation of G12.B1.S1**

FCIM

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Attendance Bulletins

## Plan to Monitor Effectiveness of G12.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Attendance Bulletins

**G13.** The graduation rate for 2013 was 100%. DASH will maintain 100% Graduation rate in 2014.

**G13.B1** A small number of students may be at risk of not meeting graduation requirements.

**G13.B1.S1** Address students at risk of not meeting graduation requirements.

### Action Step 1

Schedule meetings with parents, students, teachers to address students at risk of not meeting graduation requirements.

### Person or Persons Responsible

Student Services Department

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student Services Meeting Agendas

## Plan to Monitor Fidelity of Implementation of G13.B1.S1

Monitor quarterly grade reports using FCIM.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Meeting Reports

## Plan to Monitor Effectiveness of G13.B1.S1

FCIM

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quarterly Grade Reports

**G14.** The percent of parents participating in two or more school sponsored events will increase by one (1) percentage point, from 2% in 2012-2013, to 3% in 2013-2014.

**G14.B1** Working parents often cannot come to school sponsored events.

**G14.B1.S1** Schedule and promote parental involvement at Open House and other parent meetings.

### Action Step 1

Streamline and improve parent sign-in at meetings and events.

### Person or Persons Responsible

PTSA Executive Board

### Target Dates or Schedule

Monthly

### Evidence of Completion

Sign-in attendance logs

## Plan to Monitor Fidelity of Implementation of G14.B1.S1

Review meeting attendance logs using FCIM.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Sign-in attendance logs

## Plan to Monitor Effectiveness of G14.B1.S1

FCIM

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign-in attendance logs

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

A wide range of elective courses, including virtual school, is offered to meet student needs and interests. All 10th grade students are enrolled in DE Art; all 12th grade students not taking AP Literature are enrolled in DE Writing & Rhetoric. All 11th grade students are enrolled in AP Studio/Drawing; all 12th grade students are enrolled in AP Studio 2-D and/or 3-D. All 9th graders are enrolled in Computing for College and Careers (CCC); 10th grade students take Adobe Photoshop; 11th graders in the Architecture Program or the Industrial Design Program take Auto CAD; 11th graders in the Film Program take Adobe Premiere. Students who are in a sequential vocational program of study qualify for and take the industry certification exam. Several students in the Senior class (70%) and junior class (30%) participate in the Executive Internship Program, where they are exposed to different jobs in the design industry. The Internship Program provides 11th and 12th grade students with the opportunity to understand the relationship between subjects and relevance to their future. It prepares them for the workforce and exposes them to industry experience. Seventy percent of DASH Seniors and 30% of Juniors participate in an Executive Internship Program in local design labs, architectural firms, and other design career related businesses.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The results of the 2013 FCAT 2.0 Reading indicate that 95% of DASH students in Grades 9 and 10 scored Level 3 or higher. Our goal for the 2013-2014 school year is maintain this high level of performance.

**G1.B1** The results of the 2013 FCAT 2.0 Reading Test indicated that 17% of DASH students achieved Level 3. Students need additional support in identifying main idea.

**G1.B1.S1** Provide students with opportunities and support in identifying main idea.

### PD Opportunity 1

Utilize Webb's Depth of Knowledge and Common Core practices.

#### Facilitator

Language Arts/Reading Department Chairperson

#### Participants

Language Arts Teachers and Reading Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: FCAT Practice Tests, ongoing assessments, and student work samples; Summative: FCAT 2.0 2014

**G3.** The results of the 2013 FCAT 2.0 Writing indicate that 96% of students scored a 3.5 or higher. Our goal for the 2013-2014 school year is to maintain the percentage of students scoring a 3.5 or higher.

**G3.B1** The areas of deficiency as noted on the 2013 FCAT 2.0 were organization, sentence fluency and development of ideas.

**G3.B1.S1** Expose student to the use of graphic organizer/plan to write a draft organized with logical sequence of beginning, middle, end, using supporting details, or providing facts and /or opinions through concrete examples, comparisons, real life examples, anecdotes and facts. Students will apply elements of syntax to enhance their writing.

### **PD Opportunity 1**

Incorporate daily writing activities, 6 + 1 Trait Writing and grammar exercises. Administer and score students' monthly writing prompts to monitor progress and adjust focus of instruction.

#### **Facilitator**

Language Arts Department Chairperson

#### **Participants**

Language Arts Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.



**G6.** The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.

**G6.B1** The percent of students achieving Level 3 on the Algebra 1 EOC Assessment was 21%. The lowest achievement in Algebra was in the content area polynomials.

**G6.B1.S1** Provide more opportunities for students to master the content to completely factor polynomials.

### **PD Opportunity 1**

Engage students in activities to use on-line resources such as Gizmos, Algebra Nation and on-line components of the textbook.

#### **Facilitator**

Mathematics Department Chairperson

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative: Ongoing assessments and student work samples; Summative: 2014 Algebra 1 EOC Assessment

**G7.** The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.

**G7.B1** The percent of students achieving Level 3 on the Geometry EOC Assessment was 9%. The lowest achievement was in the content area Three-Dimensional Geometry.

**G7.B1.S1** Provide opportunities for students to master the content to determine surface area, lateral area, and volume of solids.

### **PD Opportunity 1**

Assist students in activities that use technology and software programs such as Graphing Calculators and Geometers Sketchpad.

#### **Facilitator**

Mathematics Department Chairperson

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative: Ongoing assessments and student work samples; Summative: 2014 Geometry EOC Assessment

**G8.** The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.

**G8.B1** The percent of students achieving Level 3 on the Biology EOC Assessment was 25%. The greatest area of difficulty for students was Molecular and Cellular Biology.

**G8.B1.S1** Sustain learning by using tutorial activities that cater to the individual needs of the students and with emphasis on cellular structures, organic chemistry, cell division, and metabolic pathways.

### **PD Opportunity 1**

Use differentiated instructional strategies to improve student learning outcomes.

#### **Facilitator**

Science Department Chairperson

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative: Bi-weekly assessment (quizzes/tests), District Interim Assessments; Summative: 2014 Biology EOC Assessment

**G10.** During the 2012-2013 school year, the percent of students enrolled in one or more CTE course was 19%. Our goal for 2013-2014 is to increase the percent of students enrolled in CTE courses from 19% to 25%.

**G10.B1** Stability of infrastructure, disrupted access to computers and incapacity of older computers to run the Adobe CS6 software affects practice and CTE tests and could impact students' success rate. The number of students enrolled in one or more CTE courses was 96 (19%).

**G10.B1.S1** Enroll 10th grade students in 8201230 Course: Digital Media/Multimedia Foundations 3, (Career Cluster : Arts, A/V Technology, and Communication).

### **PD Opportunity 1**

Recruit one additional teacher to become certified to teach an 8201230 Course class including the Adobe ACA Visual Communications Using Adobe Photoshop CS6

#### **Facilitator**

Technology Coordinator

#### **Participants**

CTE Teachers

#### **Target Dates or Schedule**

June - September 2013

#### **Evidence of Completion**

Formative: Regularly scheduled assessments and practice tests; Summative: CTE 2014 Certification Test

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G6.	The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.	\$2,000
G7.	The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.	\$4,000
G8.	The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.	\$4,000
G12.	The percent of students who missed 10% or more of instructional time in 2012-2013 was 3%. Our goal for 2013-2014 is to decrease this percent by one (1) percentage point, from 3% to 2%.	\$2,620
Total		\$12,620

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
SBBS Discretionary Funds	\$10,000	\$0	\$10,000
EESAC Funds	\$0	\$2,620	\$2,620
Total	\$10,000	\$2,620	\$12,620

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G6.** The results on the 2013 Algebra 1 EOC Assessment indicate that 96% of DASH students passed. Our goal is to maintain the passing rate of 96% on the 2014 Algebra 1 EOC Assessment.

**G6.B2** The percent of students achieving Levels 4-5 on the Algebra 1 EOC Assessment was 75%. The lowest achievement in Algebra was in the content area polynomials with 63% right answers.

**G6.B2.S1** Help students to completely factor polynomials when more than one method is required.

**Action Step 1**

Engage students to use technology such as graphing calculators and to use on-line resources.

**Resource Type**

Technology

**Resource**

Engage students in activities to use on-line resources such as Gizmos, Algebra Nation and on-line components of the textbook.

**Funding Source**

SBBS Discretionary Funds

**Amount Needed**

\$2,000

**G7.** The results on the 2013 Geometry EOC Assessment indicate that 99% of DASH students passed. Our goal is to maintain passing rate of 99% on the 2014 Geometry EOC Assessment.

**G7.B1** The percent of students achieving Level 3 on the Geometry EOC Assessment was 9%. The lowest achievement was in the content area Three-Dimensional Geometry.

**G7.B1.S1** Provide opportunities for students to master the content to determine surface area, lateral area, and volume of solids.

**Action Step 1**

Assist students in activities that use technology and software programs such as Graphing Calculators and Geometers Sketchpad.

**Resource Type**

Technology

**Resource**

Assist students in activities that use technology and software programs.

**Funding Source**

SBBS Discretionary Funds

**Amount Needed**

\$4,000

**G8.** The results on the 2013 Biology EOC Assessment indicate that 94% of DASH students passed. Our goal is to increase the passing rate on the Biology EOC Assessment by one (1) percentage point, from 94% in 2013 to 95% in 2014.

**G8.B1** The percent of students achieving Level 3 on the Biology EOC Assessment was 25%. The greatest area of difficulty for students was Molecular and Cellular Biology.

**G8.B1.S1** Sustain learning by using tutorial activities that cater to the individual needs of the students and with emphasis on cellular structures, organic chemistry, cell division, and metabolic pathways.

**Action Step 1**

Use differentiated instructional strategies to improve student learning outcomes.

**Resource Type**

Technology

**Resource**

Use differentiated instructional strategies to improve student learning outcomes.

**Funding Source**

SBBS Discretionary Funds

**Amount Needed**

\$4,000



**G12.** The percent of students who missed 10% or more of instructional time in 2012-2013 was 3%. Our goal for 2013-2014 is to decrease this percent by one (1) percentage point, from 3% to 2%.

**G12.B1** Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality for students new to DASH. As DASH serves all of Miami-Dade County, students rely on public transportation and travel for hours to get to school in addition to having a rigorous eight-class schedule. As a result, the percent of ninth grade students one or more absences within the first 20 days was 24%.

**G12.B1.S1** Establish attendance committee to monitor daily attendance records and review grade-level team's referrals.

**Action Step 1**

Provide incentives for students with perfect attendance each quarter.

**Resource Type**

Evidence-Based Program

**Resource**

Provide incentives for perfect attendance.

**Funding Source**

EESAC Funds

**Amount Needed**

\$2,620