Design & Architecture Senior High

2022-23 Schoolwide Improvement Plan

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Design & Architecture Senior High

4001 NE 2ND AVE, Miami, FL 33137

http://www.dashschool.org

Demographics

Principal: Maggie Rodriguez M

Start Date for this Principal: 8/9/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (87%) 2018-19: A (90%) 2017-18: A (89%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Maggie	Principal	Amongst the responsibilities as principal are: • Focus on common vision working towards achievement of the school mission of education by design • Hiring and retention of highly skilled personnel, development of master schedule and instructional plan • Management, assessment, and implementation of instructional program • Work closely with EESAC to identify school wide needs and implement plans to support needs identified by School Improvement Process • Maintain and enhance community support and involvement by collaborating with DASH Advisory Board • Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary • Explanation and implementation of Board Policies, rules and procedures to faculty and staff • Provide enrichment opportunities for students through collaborations with industry professionals, internships, and community members • Continuous professional development and participation in professional conferences • Increased Enrollment
Companioni, Zuyin	Assistant Principal	• Focus on increased student achievement gains for continuous school improvement • Ongoing formal and informal faculty observations; provide feedback and support to teachers for continued improved classroom instruction; support dialogue and /or corrective action if necessary • Work with Administrative Team in hiring and retention of highly skilled personnel and assignment of duties • Implementation of Board Policies relating to safety lo life and initiate corrective action if necessary • Work cooperatively with stakeholders, including PTSA, to support school's needs • Management, assessment and implementation of instructional program and student support including enrichment and intervention • Assists faculty with Professional Development Plan and Professional Development needs
Zamora, Marlene	Teacher, ESE	Ms. Zamora is the ESE and English Department Chair. She teaches all levels of Intensive Reading, Developmental Language Arts for ESOL students, and Learning Strategies for students needing additional support. As ESE Chair, Ms. Zamora maintains all records up to date and leads all Individual Educational Plan (IEP) and 504 Plan meetings at the school. She is a student advocate and ensures students receive the support they need to be successful by providing assistance for teachers on how to successfully implement accommodations and demonstrates strategies to better assist

Name	Position Title	Job Duties and Responsibilities
		students with an IEP or 504 plan. Amongst other responsibilities, Ms. Zamora organizes and coordinates the sixteen week, teacher led and peer-to peer intensive tutoring program, customized to meet students' individual needs. As English Department Chair, Ms. Zamora serves as the official Mentor for new teachers and provides leadership and guidance to her team members, organizing bi weekly Department meetings and quarterly vertical planning workshops.
Munoz, Carlos	Other	Mr. Munoz is the 12th Grade ELA Teacher at Design and Architecture Senior High School (DASH). He teaches Advanced Placement English Literature and Composition, English IV Honors, and Creative Writing Honors. He manages and creates content for the school's blog The DASH Dispatch and supervises and edits student written content for the DASH FLASH Newsletter. He is the is the PLST Digital Team Coordinator working collaboratively to determine the professional development and digital resources needed by faculty/staff to facilitate a professional learning community that can positively impact student achievement. He also assists the ELA Chairperson and ELA Department in creating tutoring materials, coordinating, and implementing a sixteen-week teacher led and peer to peer intensive tutoring program at DASH to meet student needs. He is also the sponsor of the DASH Gender and Sexuality Alliance (GSA Club) and is a faculty member of the Educational Excellence School Advisory Council (EESAC).

Demographic Information

Principal start date
Tuesday 8/9/2022, Maggie Rodriguez M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	129	130	128	116	503
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	11	10	12	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	2	8	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	3	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	2	1	1	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	10	14	21	14	59

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/9/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	93%	54%	51%				97%	59%	56%
ELA Learning Gains	74%						70%	54%	51%
ELA Lowest 25th Percentile	83%						79%	48%	42%
Math Achievement	85%	42%	38%				94%	54%	51%
Math Learning Gains	77%						74%	52%	48%
Math Lowest 25th Percentile	65%						87%	51%	45%
Science Achievement	97%	41%	40%				98%	68%	68%
Social Studies Achievement	93%	56%	48%				100%	76%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	54%	41%	57%	38%

Subgroup Data Review

	2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
ELL	94	59		73	80						
BLK								83			
HSP	92	73	79	82	75	57	96	98		100	100
WHT	95	73		96	87		100	87		100	100
FRL	93	72	80	77	73		92	93		100	100
	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	100										
ELL	96	64	91	65	18						
ASN	100	70									
BLK	100	65								100	100
HSP	94	67	85	68	22	25	98	88		100	100
WHT	95	78	80	74	35		87	93		100	100
FRL	93	67	86	65	32	46	93	92		100	100
	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	82										
ELL	80	57	58	94	78						
ASN	100										
BLK	93	73								100	100
HSP	96	71	74	95	74	91	100	100		99	100
WHT	100	67	100	94	81		94	100		100	100
FRL	95	73	81	94	79	83	96	100		97	100

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	867
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	83
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	85
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	92
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	87
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

According to the 2022 FSA data retrieved from the Florida Department of Education (FDOE) and Power BI, the following trends emerged across grade levels, sub groups, and content areas:

School-wide ELA data shows that Design and Architecture Senior High School students' proficiency in the 9th and 10th grade is 93%. This indicates that ELA school-wide proficiency decreased 2 percentage points from 95% in 2021. The proficiency remained within 3 percentage points between 93% and 96%over a three-year period from 96% in 2019, 95% in 2021, and 93% in 2022.

Algebra and Geometry data shows that Design and Architecture Senior High School students' proficiency is 83%. This indicates that math school-wide proficiency increased 16 percentage points from 67% in 2021. The proficiency decreased 11 percentage points between 83% and 94% over a three-year period from 94% in 2019, 67% in 2021, and 83% in 2022.

Biology data shows that Design and Architecture Senior High School students' proficiency is 100%. This indicates that Biology proficiency increased 5 percentage points from 95% in 2021. The proficiency increased 2 percentage points between100% and 98% over a three-year period from 98% in 2019, 95% in 2021, and 100% in 2022.

U.S. History data shows that Design and Architecture Senior High School students' proficiency is 93%. This indicates that U.S. History proficiency increased 4 percentage points from 89% in 2021. The proficiency remained within 7 percentage points between 93% and 100% over a three-year period from 100% in 2019, 89% in 2021, and 93% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessments, mathematics and English have the greatest need for improvement. In ELA, the 9th grade students scored 91% proficiency this year as compared to 93% in 2021. Additionally, 10th grade students scored at a 95% proficiency as compared to 97% in 2021. There is a 2% decrease in performance that requires intervention and improvement. While in Mathematics, formidable growth and improvement trends reflect an Algebra I EOC proficiency score of 79% compared to 71% in 2021, and a Geometry EOC proficiency score of 86% compared to 66% in 2021. While there is an 8% increase in Algebra I and a 20% increase in Geometry scores, Algebra I proficiency scores can equally benefit from intervention and improvement.

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

The students learning deficits could be contributed to two years of fluctuation of being online and attending in brick and motor at the school site. The ELA department had instructional turn over and instructional grade changes where faculty members were teaching 9th and 10th English courses for the first time. The math department had a change in instructional personnel, and that had an impact on learning and acquisition of skills affecting Geometry and Algebra 1 scores. Student patterns in their learning and attendance lead to the need of interventions and additional support.

In order to increase student performance, the following actions will occur: review and apply strategies to monitor student achievement using district baseline and progress monitoring, continue in-class differentiation, small group instruction and data chats with students to vest them in their progress.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and state assessments, Mathematics showed the most improvement in the school-wide learning gains. The Mathematics data shows that Design and Architecture Senior High School students' learning gains increased by 40 percentage points from 24% in 2021 to 64% in 2022.

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

Data was analyzed including mid-year and district topic assessment reports and distributed to all mathematics teachers. Teachers identified strategies to provide additional support via small group instruction, teacher-led tutoring and student-led tutoring sessions.

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

In order to accelerate learning for 9th and 10 grade student improvement, the following actions will be implemented: Data-driven Instruction, Differentiated Instruction, Small Group Instruction, Extended Learning Opportunities, Standard-Based Collaborative Planning, Interventions-RTI, and Enrichment.

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

The PLST will develop whole group sessions and job-embedded sessions on:
Utilization of Technology Tools and Using data to drive instruction on August 2022 and November 2022 Strategies for Providing Differentiated/Small Group Instruction, How to: Ongoing Progress Monitoring (November 2022), making adjustments to groups as data becomes available Jan-Feb 2023 and continuous data chats with individualized feedback and next steps (ongoing). Mentoring/modeling will individually be provided for teachers to support specific needs (ongoing).

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the end-of-year 2022 ELA and Math FSA category results and our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated that 71 percent of the students were lacking in the area of Integration of Knowledge and Ideas (Synthesis) and 38 percent were lacking in the area of synthesizing algebraic thinking as it relates to describing in writing and or problem solving and having the students engaging in higher order thinking that allows them to analyze, evaluate and create (i.e. the Why's and How's rather than The Who's and What's). We need to meet the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction based on the levels of our students we serve. We will provide differentiated/small group instruction in the classroom as well as additional teacher-led and peer-led tutoring beyond class hours in order to move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiation, Math and English student scores will increase by 2 percentage points as evidenced by the end of AP3 FAST exam and EOC assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Department chairs and administrators will review bi-weekly lesson plans for indication of differentiation for L25 students (who we target will be dictated by data), in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor Ongoing Progress Monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPM.
Person responsible for monitoring outcome:	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Target Element of Differentiation, our school will focus on the evidence-based strategy of: Data-driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data driven Instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include (OPM).

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on the data review, our school will implement the targeted element of Differentiation. We selected this area based on our finding that demonstrated students were lacking in the area of Integration of Knowledge and Ideas (Synthesis) as it relates to describing in writing and or problem solving and having students engage in higher-order thinking that allows them to analyze, evaluate and create in the areas of Reading and Mathematics.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/28 Provide training for teachers in differentiating instruction as it relates to Synthesis in Reading and Mathematics. Based on the implementation of differentiated instruction, resulting data will increase by a minimum of 10 percentage points in the 2023 State Assessments.

Person Responsible   Marlene Zamora (mzamora@dadeschools.net)

8/31-10/28 Teachers will conduct data chats with students to create meaningful growth goals based on previous standardized test scores, classroom evidence, and summative assessment data (baseline, midterms, unit tests, AP exams etc.). The resulting data will increase by a minimum of 3 percentage points in reading and 7 percentage points in mathematics.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/28 Teachers will track student data/progress utilizing data charts that will serve to document gains evidenced by teacher assessment/project data, indicating that their needs were addressed and there is progress towards their growth goal. The resulting data will increase by a minimum or 7 percentage points by the 2023 State Assessments

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/28 Administrators will conduct formal and informal walk-throughs to monitor implementation of differentiated instruction based on data findings. As a result, reflective practices in our system review and data will be adjusted and modified to meet our action steps.

Person Responsible   Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 Teachers will model and instruct with district-provided tools that engage students utilizing whole group, small group and individual instruction to review student areas of need. The resulting data will increase by a minimum of 10 percentage points in the 2023 State Assessments.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

10/31-12/16 The English and Mathematics Departments will conduct instructional interventions/tutoring sessions during lunch time with students that show areas of need based on district and classroom assessments. The tutoring will be teacher-led and student-led from National Honor Societies. The resulting data will increase by a minimum of 10 percentage points in the 2023 State Assessments.

Person Responsible   Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA data review, a trend in our ELA and Mathematics assessment category indicates there is deficiency in the area of integration of knowledge and ideas. Based on our findings from the data, we selected the overarching area of standards-aligned Instruction based on the number of teachers participating in professional development for B.E.S.T. standards. Two out of seven teachers in English and Mathematics departments have attended trainings in the B.E.S.T standards. Based on the changes in instructional standards from Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) to Florida Benchmarks for Excellent Student Thinking Standards, (B.E.S.T.), we need to meet the unique needs of all learners, therefore it is evident that we must improve our ability to provide standard-based instruction to the students we serve.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the B.E.S.T Standards in Math and English student scores will increase by 2 percentage points as evidenced by the end of AP3 FAST exam and EOC assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Department chairs and administrators will review bi-weekly lesson plans for indication of differentiation for L25 students (who we target will be dictated by data), in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor ongoing progress monitoring (OPM) data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on (OPM).
Person responsible for monitoring outcome:	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Target Element of Standards Aligned Instruction, our school will focus on the evidence-based strategy of: Data-driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data driven Instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include ongoing progress monitoring (OPM).

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Based on the data review, our school will implement the targeted element of Standards Aligned Instruction. We selected this area based of Standards-aligned Instruction based on the new state standards from the Department of Education. It important to align standards based instruction to specific standards based deficiencies that are critical to bringing up student scores in the lowest 25 and 35 percent. By addressing these skilled based standards, we specifically target those low scoring areas of need.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/28 Teachers will attend training on the new B.E.S.T Standards to be able to understand and unpack the standards, and therefore be able to align these with instructional goals and activities. Based on the implementation of the B.E.S.T Standards in the classrooms, resulting data will increase by a minimum of 7 percentage points in the 2023 State Assessments.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/28 Teachers will prepare lessons to instruct students with the new B.E.S.T Standards in classroom assignments and assessments in Reading and Mathematics. Based on the implementation of B.E.S.T Standards in the classrooms, resulting data will increase by a minimum of 7 percentage points in the 2023 State Assessments.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/28 Teachers will track student data/progress utilizing data charts that will serve to document gains evidenced by teacher assessment/project data, indicating that their needs were addressed and there is progress towards their growth goal. The resulting data will increase by a minimum or 7 percentage points by the 2023 State Assessments.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

8/31-10/28 Administrators will conduct formal and informal walk-throughs to monitor implementation of B.E.S.T Standards in Instruction. As a result, reflective practices in our system review and data will be adjusted and modified to meet our action steps.

Person Responsible   Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 Teachers will review B.E.S.T. standards as a department during department meetings. The resulting data will increase by a minimum of 7 percentage points in the 2023 State Assessment.

Person Responsible   Zuyin Companioni (zcompanioni@dadeschools.net)

10/31-12/16 Teachers will develop B.E.S.T. Standards Lessons with a partner teacher in Reading and Mathematics. Based on the implementation of the B.E.S.T. Standards in the classrooms, resulting data will increase by a minimum of 7 percentage points in the 2023 State Assessment.

Person Responsible Zuyin Companioni (zcompanioni@dadeschools.net)

#3. Positive Culture and Environment specifically relating to 10/31Diversity, Equity, and Inclusion	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 membership/race and ethnic ratios, DASH has an underrepresented population of 8%. Based on this data, our area of focus for Positive Culture and Environment is specifically related to Diversity, Equity and Inclusion. When students feel included and have a sense of belonging, they are more likely stay at the school, be engaged and succeed in their academic endeavors.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement our targeted element of Equity, Diversity, and Inclusion, an end-of-year student survey will show an increase of 5% of students feeling safe, welcomed and engaged in their learning with quality instruction that fulfills the needs of the diverse student population.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team work to connect with students who are experiencing feelings of isolation or lacking a sense of belonging causing disengagement. The Leadership Team will plan activities that foster collegiality, and sense of belonging and collaboration amongst students, providing students with a forum to express their individuality and interests. To ensure we are on track to meeting the outcome above, the LT will meet bi-weekly with students and faculty to obtain feedback in creating a culture of positivity in the school environment.
Person responsible for monitoring outcome:	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Equity, Diversity and Inclusivity, our school will focus on the evidence Based Strategy of Inclusivity, Tolerance, and Anti-Bullying. Inclusivity, Tolerance, and Antibullying will assist in ensuring all students and staff feel safe from physical harm, teasing, gossip and exclusion in school and/or social media.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Based on student and faculty concerns, our school will implement the targeted element of Inclusivity, Tolerance, and Anti-Bullying to assist in increasing the sense of safety and belonging for all students and staff. This school-wide initiative will provide the Leadership Team with a systematic approach to identify and address instances of physical harm, teasing, gossip and exclusion in school and/or social media.

used for selecting this strategy.

8/31- 10/28: Examine current recruitment data more focused on underrepresented population. Based on analysis, decide which schools and organizations in the surrounding communities to reach out to. Data will highlight recruitment areas of improvement, resulting in an increase diversity and equity within the school culture.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

8/31-10/28: Provide workshops to middle school students and art teachers utilizing DASH faculty and students. DASH faculty can support the magnet lead teacher by visiting schools, including a student ambassador to present information about our program resulting in increasing awareness and interest about what DASH offers.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

8/31-10/28: Invite a diverse group of stakeholders, neighboring schools, and others, to introduce the broader community to DASH's annual major art exhibitions and design activities. This will create a level of inclusion amongst the families and students that we are trying to reach resulting in increasing an interest in entering the DASH community.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

8/31- 10/28: Institute a quarterly lecture series to discuss diversity, equity, and inclusivity using a variety of platforms. Visiting artists/designers, and scholars, will be invited to discuss these topics in depth within our school community resulting in improvement in full staff and student engagement advancing a thriving and safe culture within the school community.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 Continue inclusivity education for faculty and staff by replacing a grade level meeting with a workshop presented by professional groups who are already working in this area. This will educate faculty in creating a safe environment for our diverse population.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 Actively seek diversity in our faculty recruitment by reaching out to DASH alumnus and community of underrepresented teacher population. This will enable DASH to have faculty who represent our underrepresented student population.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the climate survey from 2022, 15% Teachers reported that they felt that there were not opportunities for leadership in the school compared to 10% from the climate survey from 2021. DASH also lost three teachers due to personal and professional reasons. Teacher Recruitment and Retention: As a school-based leader, implementing targeted initiatives that focus on building and cultivating a staff of competent teachers that fit the school's climate and culture. Based on qualitative data from the School Climate Survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Teacher Recruitment and Retention. Teachers in building expressed that staff moral was low and that they wanted their ideas to be listened to and considered. High staff morale is an essential component of staff engagement resulting in improved student achievement, school climate, and culture. When morale is high, it is more likely that teachers will remain committed to the school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Teacher Recruitment and Retention, staff morale will be restored to pre-pandemic enthusiasm resulting in full staff and student engagement, improved student performance and a thriving culture within the school community. We will improve teacher retention and recruitment by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will listen and consider expressed concerns. The Leadership Team will have an open-door policy for teachers and staff. Monitoring will take place in discussions in faculty, grade level, and department meetings. Teachers will be surveyed throughout the school year.
Person responsible for monitoring outcome:	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Teacher recruitment and retention, we will focus on the evidence-based strategy of: promoting the morale and performance of the team. The Leadership Team will check in with staff members regularly and identify their needs, provide positive reinforcement, support, and feedback, and solicit teacher input in decision-making at least quarterly.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31- 10/28 Recognition of department/staff members via announcements, faculty meetings, monthly publications, social media or other means available, resulting in elevating the team's morale during difficult times and celebrating successes.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

8/31 - 10/28 Social Reactivation of the DASH Social Sunshine Committee to celebrate important occassions, resulting in team building and comradery among faculty and staff.

Person Responsible	Eleonor McKinley (emckinley@dadeschools.net)

8/31-10/28 Establish systems for capturing suggestions, ideas, requests, etc.in order to maintain open, constructive communication between faculty, staff and administration. This will result in increasing communication between faculty and staff.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

8/31 - 10/28 A monthly incentive coffee gift card will be given to a faculty member once a month for displaying positivity, school culture and collegiality. The recipient will be announced during morning announcements and recognized throughout the month. This will result in increasing faculty, and staff morale.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 A teacher survey will be utilized to determine their current perspectives on leadership opportunities to develop aspiring administrators. This will result in developing future administrators district wide.

Person Responsible	Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

10/31-12/16 Various opportunities will be afforded to teachers and staff throughout the school year honoring culture related holidays in which a potluck where everyone can attend during scheduled lunchtime. This will result in building and maintain school-wide culture and collaboration.

Person Responsible   Maggie Rodriguez (maggie_rodriguez@dadeschools.net)

Positive Culture & Environment

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

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

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

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.