

Miami-Dade County Public Schools

# Design & Architecture Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Design & Architecture Senior High

4001 NE 2ND AVE, Miami, FL 33137

<http://www.dashschool.org>

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Maggie	Principal	<p>Amongst the responsibilities as principal are:</p> <ul style="list-style-type: none"> <li>• Focus on common vision working towards achievement of the school mission of education by design</li> <li>• Hiring and retention of highly skilled personnel, development of master schedule and instructional plan</li> <li>• Management, assessment, and implementation of instructional program</li> <li>• Work closely with EESAC to identify school wide needs and implement plans to support needs identified by School Improvement Process</li> <li>• Maintain and enhance community support and involvement by collaborating with DASH Advisory Board</li> <li>• 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</li> <li>• Explanation and implementation of Board Policies, rules and procedures to faculty and staff</li> <li>• Provide enrichment opportunities for students through collaborations with industry professionals, internships, and community members</li> <li>• Continuous professional development and participation in professional conferences</li> <li>• Increased Enrollment</li> </ul>
Companioni, Zuyin	Assistant Principal	<ul style="list-style-type: none"> <li>• Focus on increased student achievement gains for continuous school improvement</li> <li>• 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</li> <li>• Work with Administrative Team in hiring and retention of highly skilled personnel and assignment of duties</li> <li>• Implementation of Board Policies relating to safety lo life and initiate corrective action if necessary</li> <li>• Work cooperatively with stakeholders, including PTSA, to support school's needs</li> <li>• Management, assessment and implementation of instructional program and student support including enrichment and intervention</li> <li>• Assists faculty with Professional Development Plan and Professional Development needs</li> </ul>
Zamora, Marlene	Teacher, ESE	<p>Ms. Marlene 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
<p>McKinley, Eleanor</p>	<p>Teacher, K-12</p>	<p>Ms. Eleanor McKinley is the 10th Grade ELA Teacher at Design and Architecture Senior High School (DASH) and is the school's Activity Director. She teaches English II Honors, and Gifted. She is the PLST Lead Mentor working collaboratively with the school's administrative team and MINT certified teachers to assist newly hired teachers. She is also the sponsor of the DASH Future Educators of America (FEA) and National English Honor Society (NEHS).</p>
<p>Valdes-Spence, Graciela</p>	<p>Other</p>	<p>Ms. Graciela Spence is the 9th/10th Grade Geometry and Pre Calculus Teacher at Design and Architecture Senior High School (DASH). She is also the Mathematics Department Chairperson. She works collaboratively with the math department to spear head the tutoring program that is student lead by the National Mathematics Honor Society. She also is the Vinyl Interest Club Sponsor and the Junior Class Sponsor. She has worked to create Spring Socials for the Junior Class to continue to foster camaraderie between the students.</p>

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of each school year a team composed by members of the school leadership team and teachers attend at the Synergy Annual Conference , and during that time the team analyzed the data and develop[ the improvement plan for the following year. That plan is later presented at the Opening of the School meeting and input is added before presenting the plan at the Faculty and EESAC meetings where parents and students are also present to approve the plan for the year.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored by regular administrator walkthroughs, data chats with teachers and students, grade level and departmental meetings where data including bae line assessment, mid year



assessment, district topic tests among others are continuously analyzed and decisions are made to the instructional delivery based on that analysis.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	78%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	50%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	59

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	90	55	50	93	54	51	95		
ELA Learning Gains				74			69		
ELA Lowest 25th Percentile				83			85		
Math Achievement*	67	43	38	85	42	38	67		
Math Learning Gains				77			24		
Math Lowest 25th Percentile				65			32		
Science Achievement*	100	62	64	97	41	40	95		
Social Studies Achievement*	96	69	66	93	56	48	89		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	100	70	65	100	67	67	100		
ELP Progress		49	45						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	92
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	867
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	66			
ELL	78			
AMI				
ASN				
BLK	62			
HSP	93			
MUL				
PAC				
WHT	97			
FRL	93			

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	77			
AMI				
ASN				
BLK	83			
HSP	85			
MUL				
PAC				
WHT	92			
FRL	87			

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	90			67			100	96		100	100	
SWD	92			40							2	
ELL	88			68							2	
AMI												
ASN												
BLK	81			43							2	
HSP	92			69			100	95		100	6	
MUL												
PAC												
WHT	93			86			100	100		100	6	
FRL	94			65			100	96		100	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	93	74	83	85	77	65	97	93		100	100	
SWD												
ELL	94	59		73	80							
AMI												
ASN												
BLK								83				
HSP	92	73	79	82	75	57	96	98		100	100	
MUL												
PAC												
WHT	95	73		96	87		100	87		100	100	
FRL	93	72	80	77	73		92	93		100	100	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	95	69	85	67	24	32	95	89		100	100	
SWD	100											
ELL	96	64	91	65	18							
AMI												
ASN	100	70										
BLK	100	65								100	100	
HSP	94	67	85	68	22	25	98	88		100	100	
MUL												
PAC												
WHT	95	78	80	74	35		87	93		100	100	
FRL	93	67	86	65	32	46	93	92		100	100	

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	91%	54%	37%	50%	41%
09	2023 - Spring	88%	51%	37%	48%	40%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	56%	3%	50%	9%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	52%	21%	48%	25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	66%	30%	63%	33%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on progress monitoring and state assessments, mathematics has the greatest need for improvement. Algebra and Geometry data shows that Design and Architecture Senior High School students' proficiency is 66%. This indicates that math school-wide proficiency decreased 19 percentage points from 85% in 2022. Proficiency decreased 19 percentage points between 66% and 85% over a three-year period from 67% in 2021, 85% in 2022, and 66% in 2023.

The math department had a single teacher for all tested math subjects and a change in instructional



personnel due to unexpected teacher retirement which impacted the learning and acquisition of skills affecting Geometry and Algebra 1 scores.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Algebra proficiency scores decreased 21 percentage points from 79% in 2022 to 58% in 2023. Proficiency decreased 21 percentage points between 79% and 58% over a three-year period from 71% in 2021, 79% in 2022, and 58% in 2023. Geometry proficiency scores decreased 13 percentage points from 86% in 2022 to 73% in 2023. Proficiency decreased 20 percentage points between 86% and 66% over a three-year period from 66% in 2021, 86% in 2022, and 73% in 2023.

The math department had a single teacher for all tested math subjects and a change in instructional personnel due to unexpected teacher retirement which impacted the learning and acquisition of skills affecting Geometry and Algebra 1 scores.

In order to increase student performance, the following actions will occur: change in instructional personnel will be made to so that a single teacher is responsible for all tested math subjects, 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.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Design and Architecture Senior High, (DASH) has outperformed the state in all academic assessment areas. In mathematics, DASH earned a score of 58% proficiency in Algebra and 73% proficiency in Geometry as compared to the state proficiency score of 54% and 49%, respectively. In Reading, DASH earned a score of 88% proficiency in grade 9 and 91% proficiency in grade 10 as compared to the state proficiency score of 48% and 50%, respectively. In the area of Biology, DASH earned 100% passing score as compared to the state's passing score of 63%. In the area of US History, DASH earned a 96% passing score as compared to the state's passing score of 63%.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Based on progress monitoring and state assessments, United States History and Biology End-of-Course exams demonstrated the most improvement. United States History and Biology increased by 3 percentage points.

Biology data shows that Design and Architecture Senior High School students' proficiency is 100%. This indicates that Biology school-wide proficiency increased 3 percentage points from 97% in 2022. Proficiency increased 5 percentage points between 100% and 95% over a three-year period from 95% in 2021, 97% in 2022, and 100% in 2023. The Biology teacher offered lunch time tutoring to all students that showed deficiencies.

U.S. History data shows that Design and Architecture Senior High School students' proficiency is 96%. This indicates that U.S. History proficiency increased 3 percentage points from 93% in 2022. Proficiency increased 7 percentage points between 89% and 96% over a three-year period from 89% in 2021, 93% in 2022, and 96% in 2023.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Students with 10 or more absences is an area of concern . Forty one percent of the student population in the school year 2022-2023 had more than 10 or more absences.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The highest three priorities for this school year are:

1. Improve attendance by 10 percent.
2. Increase achievement levels of levels 3 or higher in Algebra 1 and Geometry by 2 percent.
3. increase student activities.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 EOC data, 59% of Algebra 1 students passed the EOC, which is a 20% drop from the previous school year. Based on the data and the contributing factors of unexpected teacher retirement, bigger class enrollment, a single teacher for all tested math subjects, and student readiness level limiting their ability to master math concepts we will implement Flexible Strategic Grouping with students based on level of proficiency and benchmark needs.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Flexible Strategic Grouping (FSG), an additional 2% (for a total of 61%) of the high school population will score at grade level or above in the area of Algebra 1, by 2023-2024 state assessment by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Ms. Patricia Comba and Mr. David Alfonso will conduct quarterly data chats with students, adjust groups based on current data in real time, and Administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. This data will be analyzed during Department meetings to ensure students are demonstrating growth on remediated standards. Math Department Chairperson, Ms. Graciela Spence will review lesson plans.

**Person responsible for monitoring outcome:**

Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Target Element, our school will focus on the evidence-based strategy of Flexible Strategic Grouping. Flexible Strategic Grouping will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. Flexible Strategic Grouping will be monitored using data trackers to drive instructional planning and data driven conversations. Flexible Strategic Grouping is fluid and will assist based on their individual needs and abilities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Teachers will use Flexible Strategic Grouping (FSG) in the classroom to support learner ownership of content and apply FSG in the specialized tutoring planned for the year. The benefit of this strategy will accelerate the learning gains for our students by meeting their specific needs.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

8/14-9/29 Teachers will conduct data chats with students to create meaningful growth goals based on previous standardized test scores, classroom evidence, and summative assessment data (baseline, midterms, unit tests, AP exams etc.). As a result, the data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 Curriculum Council will conduct data chats with Instructional Leader to create meaningful growth goals based on previous standardized test scores, classroom evidence, and summative assessment data (baseline, midterms, unit tests, AP exams etc.). As a result, the data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 Administrators will conduct formal and informal walk-throughs to monitor implementation of flexible strategic grouping. As a result, the data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 EOC Geometry data, 73% of Geometry students passed the EOC assessment, which is a 15% drop from the previous school year. Based on the data and the contributing factors of unexpected teacher retirement, a single teacher for all tested math subjects, and student readiness level limiting their ability to master math concepts we will implement data chats between instructional leaders, department teachers and with students.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Data Driven Instruction, an additional 2% (for a total of 75%) of the high school population will score at grade level or above in the area of Geometry, by 2023-2024 state assessment by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Ms. Graciela Spence will conduct quarterly data chats with students, adjust groups based on current data in real time, and Administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. This data will be analyzed during department meetings to ensure students are demonstrating growth on remediated standards. The curriculum leader, Ms. Zuyin Companioni will review lesson plans.

**Person responsible for monitoring outcome:**

Zuyin Companioni (zcompanioni@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Target Element, our school will focus on the evidence-based strategy of Data-driven Instruction. Data Driven Instruction will assist in identifying the standards students are excelling or have deficiencies in while simultaneously informing and enhancing teaching methods to addresses the students' needs. Data-Driven Instruction will be monitored using data trackers to drive instructional planning and Data-Driven conversations. Data-Driven Instruction is fluid and will assist in tailoring instruction on the students' individual needs and abilities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Teachers will use Data Driven Instruction in the classroom which is identified as one of the most effective classroom practices that measures student engagement and information retention.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

8/14-9/29 Teachers will utilize their tracking tool to inform instruction including teaching note-taking and organizational skills using interactive notebooks. As a result, data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 The Curriculum Instructional Leader will review lesson plans ensuring that all required components are included, and that specific instruction is noted for students with deficiencies and students who are identified ESL. As a result, data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 Students identified as needing additional support will be asked to attend lunch time tutoring from Wednesday through Friday. As a result, data will increase by a minimum of 2 percentage points in mathematics.

**Person Responsible:** Zuyin Companioni (zcompanioni@dadeschools.net)

**By When:** September 29, 2023

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our enrollment in 2022-2023, we started the year with 513 students and ended the school year with a 5% drop in enrollment. Based on the data and the contributing factors of losing students due to distance or students moving out of the area or state, we will implement retention strategies that will track persistent patterns that will assess student academic and design course work needs.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Early Warning Systems, less than 4% (for a total of 20) of high school students will withdraw from Design and Architecture Senior High by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Prior to a student withdrawing, Dr. Maggie Rodriguez and Ms. Zuyin Companioni will meet with the student and the parents of the student to ascertain the reason for withdrawing. More student-led activities will be held to include pep rallies, thrift store pop-ups, and DASH Beautification Projects. We will send out student interest surveys to gauge student interest (before and after) in school events and activities.

**Person responsible for monitoring outcome:**

Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Other, our school will focus on the Evidence-based Intervention of Early Warning System. Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Employing motivational efforts to ensure motivation remains high and thereby ensuring student retention. The benefit of the this chosen strategy keep students progressing and have been shown to increase a student's chance of remaining in school.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

8/14-9/29 Assess internal retention strategies such as: tracking persistence patterns across all students, identifying difficult courses, assessing current student needs, setting measurable retention goals and

tracking retention rates for specific strands. As a result, less than 20 students will withdraw from DASH by the end of June 2024.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 To promote a safe, healthy and supportive learning environment, we will hold student-led initiatives in Student Government, organize extracurricular activities, workshops, and events that promote a sense of belonging and connectedness among students. Establish a peer mentorship program where older students provide guidance and support to newcomers. As a result, less than 20 students will withdraw from DASH by the end of June 2024.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023

8/14-9/29 Provide the necessary supports to promote student access and engagement we will host beautification projects to provide students with the opportunity to have a lasting impression of DASH culture. Introduce stress-relief activities, mindfulness sessions, and wellness workshops to support students' mental and emotional well-being. As a result, less than 20 students will withdraw from DASH by the end of June 2024.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023



#### #4. Positive Culture and Environment specifically relating to Other

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our End-of-Year Teacher Climate Survey in 2022-2023, teachers noted they feel overloaded and overwhelmed by working at our school with 36% out of 100% teachers as an area of concern. Based on the data and the contributing factors of losing teachers due to early retirement, traveling distance, and feeling overwhelmed, we will implement a shared-leadership approach. Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of shared leadership, we will see a decrease of 4% for a total of 68% of teachers not feeling overwhelmed and overloaded at our end-of-year teacher climate survey 2023-2024 which will empower teachers and staff by June 2024.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administrators, Dr. Maggie Rodriguez and Ms. Zuyin Companioni, will provide prompts and guiding questions for teachers to reflect on their shared leadership practices. They will encourage teachers to participate and engage in our school Educational Excellence School Advisory Council (EESAC) and Parent Teacher Student Association (PTSA).

##### Person responsible for monitoring outcome:

Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Other, our school will focus on Shared Leadership to empower teachers and staff by improving teachers' working relationships with the school's leadership team and indirectly have significant effects on student achievement.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will lead to an across-the-board increase in Faculty and Staff retention. By prioritizing the shared leadership of our staff and faculty we can show dedication to their success, encouraging staff to stay for the long haul.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

8/14-9/29 We will have the school leaders implement reflective shared leadership practices during faculty, curriculum council, grade level and department meetings. As a result, we will decrease the overall overwhelming feeling at our end-of-year teacher climate survey.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023.

8/14-9/29 During in-house PDs, we will implement guided Reflective practices for the staff. As a result, we will decrease the overall overwhelming feeling at our end-of-year teacher climate survey.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023.

8/14-9/29 Opening of school meeting is to be attended by everyone where we will be reviewing the PEERS goal, and each person will create a goal for the school year and how they will be impacted personally, thereby enhancing the overall DASH School Culture. Goals will then be given to the Administration team, and Administration will conduct periodic check-ins with Faculty and Staff over the year to help keep everyone's goal at the forefront of their minds. As a result, we will decrease the overall overwhelming feeling at our end-of-year teacher climate survey.

**Person Responsible:** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**By When:** September 29, 2023.