

Design & Architecture Senior High

4001 NE 2ND AVE, Miami, FL 33137

<http://www.dashschool.org>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

No

Minority

76%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 art, design, and academics, and to use both traditional faculty and career professionals to facilitate learning within a well-designed, state of the art learning environment.

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 Environment

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

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

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

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

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

Although DASH continues to make progress in student achievement, it strives to improve the number of students achieving college entry and scholarships. The students and staff at DASH share an atmosphere of respect based on energy, enthusiasm, and individuality. The principal has established high standards by which students, faculty and staff perform to ensure the highest level of success. A 50-minute lunch/planning time provides common meeting time for the entire faculty and weekly opportunities to meet as departments or grade level instructional improvement teams. The collaboration and shared responsibilities of the staff contribute to a high level of professionalism and job satisfaction. Staff turnover is low and consequently there are few new teachers at the school each year. The school leadership team is a collaborative model executed by the principal, assistant principal, and six members of the Lead Team, including the activities director, student services chairperson, school counselor, College Assistance Program (CAP) advisor, art department chairperson, and magnet lead teacher. In accordance with the Saturn Proposal, the Lead Team shares the organization and implementation of recruitment, counseling, testing, internships, transportation, activities and scheduling.

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

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

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

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level	Total
	11	
Students exhibiting two or more indicators	1	1

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

Counselors will meet with students in groups or individually, as needed, to develop a study plan.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

The key initiative that has improved public responsibility and community support is the implementation of the DASH Advisory Board, which was founded in 1998. This Advisory Board, now comprised of 34 professional architects, designers and educators, has fostered new relationships in the design community. Through the community connections of these professionals, the school has received increased media exposure, expanded the internship program and provided funding and curricular direction that bears a true relationship to the industry. The board meets on a monthly basis to advise school leaders on curriculum through their expertise and resources. This connection to the design industry ensures the growth and relevancy of the internship program and guides graduates towards appropriate careers in design. In addition, the annual fashion show, film festival raise funds for scholarships. The "Taste of Design," an advisory board initiative, is one of the special annual projects that raises money to assist students.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Mancuso, Stacey	Principal
Sarmiento, Zulaima	Assistant Principal
Cileli, Kerly	Guidance Counselor
Salahuddin, Patricia	Teacher, K-12
Zick, Rudolf	Teacher, K-12
Mena, Eloisa	Teacher, K-12
Cooling, Maureen	Teacher, Career/Technical
Grafton, Teresa	Teacher, K-12
Regan, Tracy	Teacher, K-12
Gilham, James	Teacher, K-12
Molina, Michele	Guidance Counselor
Zamora, Marlene	Teacher, ESE

Duties

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

Tier 1 (Leadership Team)

Administrators, Dr. Stacey Mancuso (Principal) and Zulaima Sarmiento, (Assistant Principal) schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources; in addition to the school administrators, the school's Leadership Team includes the following members who will carry out SIP planning and MTSS problem solving:

- School Magnet Lead Teacher, Nicholas Britton, Language Arts/Reading Department Chairperson, Dr. Patricia Salahuddin, Mathematics Department Chairperson, Rudolf Zick, Science Department Chairperson Eloisa Mena, Technology Department Chairperson, Maureen Cooling, Art/Design Department Chairperson, Tracy Regan
- Special Education Teacher, Marlene Zamora
- School Counselors, Kerly Cileli and Michele Molina
- School Psychologist, Elyse Wasserman
- DASH Advisory Board Members and PTSA Board Members, Marguerite Ramos (President), Alex Barreras, Jennifer Cazzaniga, and Liz Lichtenstein.
- In addition to Tier 1 problem solving, the Leadership Team members will meet weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

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

Tier 3 SST

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

Tier 2

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

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

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

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

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

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

Program take DE Auto CAD, 11th grade students in the Film Program take Adobe Premiere. Students who are in a sequential vocational program of study qualify for an industry certification exam. Several students in the senior class and junior class participate in the Executive Internship Program, where they are exposed to different jobs in the design industry. The Internship Program provides these students with the opportunity to gain real world experience in the design industry, preparing them for a career in design. Students intern at local design labs, architectural firms, and other design career related businesses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Stacey Mancuso	Principal
Rudolf Zick	Teacher
David Shanoskie	Teacher
Michele Molina	Teacher
Nicholas Britton	Teacher
Tracy Regan	Teacher
Marlene Zamora	Teacher
Randall Redlien	Teacher
Lucenda Roper	Education Support Employee
Rina Rodriguez	Education Support Employee
Alex Barreras	Parent
Jennifer Cazzaniga	Parent
Lucy Franklin	Parent
Ilse Jablon	Parent
Elizabeth Lichtenstein	Parent
William Little	Parent
Margueritte Ramos	Parent
Jonathan Day	Business/Community
Sarah Moody	Business/Community
Rebekah Chung	Student
Allison Bouganim	Student
Anna Khachinyan	Student

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) at DASH is the sole body responsible for final-decision-making at the school relating to the implementation of the SIP. Ultimately, the

EESAC's aim is for all members of the DASH community to work together to ensure improved student achievement. In May 2014, EESAC met to review the 2013-2014 SIP End-of-Year report.

Development of this school improvement plan

The recommendations and modifications stated at the end-of-year review were taken into consideration for the development of this year's SIP. The EESAC will meet in September to review the 2014-2015 SIP prior to uploading to the state site. The SIP is formally monitored throughout the year during mid-year and end-of-year reviews.

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mancuso, Stacey	Principal
Sarmiento, Zulaima	Assistant Principal
Salahuddin, Patricia	Teacher, K-12
Zamora, Marlene	Teacher, ESE
Zick, Rudolf	Teacher, K-12
Mena, Eloisa	Teacher, K-12
Grafton, Teresa	Teacher, K-12
Cooling, Maureen	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

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

The mathematics teacher and department chairperson, Rudolf Zick, will serve as the mentor for the first-year teacher, William S. Murcia. Mr. Zick is an experienced teacher, who has completed the Mentoring and Induction for New Teachers (MINT) training. He will plan collaboratively with Mr. Murcia and model lessons. Professional Development in needed areas, including Mathematics Standards, will be provided for Mr. Murcia.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

DASH has an eight period school day that provides an academic and design foundation that incorporates the Florida Standards. Three years of intensive study in a design major, Architecture/Interior Design, Industrial Design, Fashion Design, Graphic Design, or Film and Entertainment. Students in 10th, 11th and 12th grades take courses in their major together with a fine arts foundation course. A wide range of elective courses, including virtual courses, is offered to meet student needs and interests.

Instructional Strategies

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

The school-based Literacy Leadership Team (LLT) meets bi-monthly on Mondays to review data and link it to instructional programs, monitor progress, and identify the professional development needs of the school. All teachers alternate between bi-weekly departmental and grade level meetings.

Teachers collaboratively review and discuss evidence of student progress and implement appropriate modifications. Instruction is adjusted, as necessary, based on evidence collected. All teachers are encouraged to use reading strategies for all subject areas. Additionally, DASH has a daily 30-minute sustained silent reading program to encourage students to make reading a part of their daily activity and improve their reading skills.

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

Strategy: Extended School Day

Minutes added to school year: 9,900

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Mancuso, Stacey, pr7081@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

DASH's four year curriculum requires 32 credits and includes College Board AP and Florida International University DE credits. Students are enrolled in eight courses annually, rather than the six mandated by the state of Florida. Classes are taught in 100 minute blocks scheduled with four

classes on alternate days. Class size remains at or below 25 students which allows interactive lectures, group seminars, active studios, guest workshops, independent labs and close interaction with instructors. Student academic growth and development is closely monitored by each department and grade level team through the review of quarterly records and analysis of state and national test scores. Assessment prior to testing, tutoring and continuous monitoring involve the entire faculty. Tutoring is also available at lunchtime. Faculty workshops and meetings focus on statistical reports and grades to determine areas or students in need of attention.

College and Career Readiness

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

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

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

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

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

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

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

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

The CAP advisor, internship coordinator, and school counselors work closely together to ensure students meet graduation requirements, follow a challenging curriculum, and maintain academic excellence. The CAP advisor guides students through the college application process to ensure that seniors meet all application requirements and deadlines. One hundred percent of DASH seniors graduate and 99% enroll in a four year college or university.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To maintain the high level of student achievement by sustaining rigorous instruction across all content areas.
- G2.** To strengthen our support system for students with diverse needs among our Special Education (SPED) population.
- G3.** To increase awareness of and interest in STEM and CTE.
- G4.** To increase parental involvement in school activities and functions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To maintain the high level of student achievement by sustaining rigorous instruction across all content areas. **1a**

G042825

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Limited use of technology in the instructional delivery.

Plan to Monitor Progress Toward G1. **8**

FCIM

Person Responsible

Eloisa Mena


Schedule

Quarterly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014

G2. To strengthen our support system for students with diverse needs among our Special Education (SPED) population. **1a**

 G042826

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal **2**

- Attendance and Grade Reports

Targeted Barriers to Achieving the Goal **3**

- Time management

Plan to Monitor Progress Toward G2. **8**

FCIM

Person Responsible

Kerly Cileli

Schedule

Quarterly, from 10/29/2014 to 6/5/2015

Evidence of Completion

Attendance and Grade Reports

G3. To increase awareness of and interest in STEM and CTE. 1a

G042827

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Next Generation Science Standards (NGSS), Mathematics Florida Standards, CPALMS, Pacing Guides, Discovery Education, Explore Learning Gizmos, Extended Learning Modules, Promethean Planet, Vernier LabQuest and Logger Pro3, SPARK System, Casio Prizm Graphing Calculator, Global Positioning System (GPS)

Targeted Barriers to Achieving the Goal 3

- Recruiting teachers who are certified in STEM and CTE related-courses.

Plan to Monitor Progress Toward G3. 8

FCIM

Person Responsible

Schedule

Evidence of Completion

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

G4. To increase parental involvement in school activities and functions. 1a

G042833

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- PTSA, MDCPS Parent Academy

Targeted Barriers to Achieving the Goal 3

- Lack of attendance due to insufficient communication between school and parents

Plan to Monitor Progress Toward G4. 8

FCIM

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 10/23/2014 to 6/3/2015

Evidence of Completion

Meeting logs, sign-in rosters

Action Plan for Improvement


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

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. To maintain the high level of student achievement by sustaining rigorous instruction across all content areas. **1**

 G042825

G1.B1 Limited use of technology in the instructional delivery. **2**

 B104597

G1.B1.S1 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary text, to support students in the production of more coherent writing about text, to implement collaborative conversations as an instructional framework. **4**

 S115801

Strategy Rationale

Given Promethean Board PD, teachers would integrate technology in their instruction, as it relates to specifically to ELA.

Action Step 1 **5**

Introduce strategy and provide professional development on the integration of technology in the delivery of ELA instruction via faculty meetings/sessions.

Person Responsible

Stacey Mancuso

Schedule

Monthly, from 9/18/2014 to 4/30/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Patricia Salahuddin

Schedule

Daily, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson plans

Action Step 3 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Zulaima Sarmiento

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology that includes DOK, critical thinking, and writing strategies during the ELA instruction.

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

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

Florida Continuous Improvement Model (FCIM)

Person Responsible

Stacey Mancuso

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Language Arts Florida Standards (LAFS) Assessment 2014

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

FCIM

Person Responsible

Zulaima Sarmiento


Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: LAFS Assessment 2014

G1.B1.S2 Integrate technology in the delivery of instruction in mathematics as it relates to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts. 4

 S137476

Strategy Rationale

Given Promethean Board PD, teachers would integrate technology in their instruction, as it relates to specifically to mathematics.

Action Step 1 5

Introduce strategy and provide professional development on the integration of technology in the delivery of instructions as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via faculty meetings/sessions.

Person Responsible

Stacey Mancuso

Schedule

Monthly, from 9/18/2014 to 4/30/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Rudolf Zick

Schedule

Daily, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson plans, administrative and department chairperson walkthrough notes

Action Step 3 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Zulaima Sarmiento

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 5 5

Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology that encompasses problem solving strategies during the delivery of instruction.

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

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

FCIM

Person Responsible

Stacey Mancuso

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Mathematics Florida Standards (MAFS) Assessments (Algebra 1 EOC, Geometry EOC, Algebra 2 EOC) 2014

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

FCIM

Person Responsible

Zulaima Sarmiento


Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: MAFS Assessments (Algebra 1 EOC, Geometry EOC, Algebra 2 EOC) 2014

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

 S137823

Strategy Rationale

Given Promethean Board PD, science teachers would integrate technology in their instruction, as it relates to specifically to the science curriculum.

Action Step 1 5

Introduce strategy and provide professional development to integrate technology in the delivery of instruction as it relates to inquiry-based science learning.

Person Responsible

Stacey Mancuso

Schedule

Monthly, from 9/18/2014 to 4/30/2015

Evidence of Completion

Sign-in sheet, agenda, PowerPoint handout(s)

Action Step 2 5

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

Person Responsible

Eloisa Mena

Schedule

Daily, from 9/19/2014 to 6/3/2015

Evidence of Completion

Action Step 3 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, samples of students' work

Action Step 4 5

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

Person Responsible

Zulaima Sarmiento

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Action Step 5 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

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

FCIM

Person Responsible

Stacey Mancuso

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014

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

FCIM

Person Responsible

Zulaima Sarmiento

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014

G1.B1.S4 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary texts in the content area of Social Studies. 4

 S138265

Strategy Rationale

Given Promethean Board PD, teachers would integrate technology in their instruction, as it relates to specifically to social sciences.

Action Step 1 5

Introduce strategy and provide professional development on the infusion of technology in the delivery of instructions as it relates to reading, writing, speaking and listening in the social studies curriculum via faculty meetings/sessions.

Person Responsible

Stacey Mancuso

Schedule

Monthly, from 9/18/2014 to 4/30/2015

Evidence of Completion

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

Action Step 2 5

Incorporate the use of technology during instruction to support reading, writing, speaking and listening through the use of informational material in the content area of Social Studies.

Person Responsible

Edward Callahan

Schedule

Daily, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson plans, administrative and department chair walkthrough notes

Action Step 3 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Zulaima Sarmiento

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015


Evidence of Completion

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


G2. To strengthen our support system for students with diverse needs among our Special Education (SPED) population. 1

 G042826

G2.B1 Time management 2

 B104601

G2.B1.S1 Meet with students in groups or individually as needed, to develop a study plan. 4

 S115805

Strategy Rationale

Developing a study plan and learning how to prioritize and manage their time, students are expected to achieve success in school.

Action Step 1 5

Provide Time Management workshop

Person Responsible

Kerly Cileli

Schedule

On 9/19/2014

Evidence of Completion

Handout, worksheet, individual conference logs

Action Step 2 5

Review time management survey and assist students in the development of a study plan.

Person Responsible

Michele Molina

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Student Case Management

Action Step 3 5

Provide additional support by:

- a. matching students with a mentor that will provide encouragement and guidance.
- b. participating and collaborating with teachers during grade level meetings to better assist students struggling with time management.

Person Responsible

Kerly Cileli

Schedule

Quarterly, from 12/1/2014 to 6/3/2015

Evidence of Completion

Grade level meeting minutes, logs

Action Step 4 5

Review students' progress reports, report cards, and daily attendance.

Person Responsible

Michele Molina

Schedule

Every 6 Weeks, from 9/19/2014 to 6/3/2015

Evidence of Completion

Grade level meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

FCIM

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 10/23/2014 to 6/5/2015

Evidence of Completion

Attendance and Grade Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

FCIM

Person Responsible

Zulaima Sarmiento

Schedule

Quarterly, from 10/23/2014 to 6/5/2015


Evidence of Completion

Attendance and Grade Reports

G3. To increase awareness of and interest in STEM and CTE. 1

 G042827

G3.B1 Recruiting teachers who are certified in STEM and CTE related-courses. 2

 B104602

G3.B1.S1 Expand current STEM/CTE instructional programs. 4

 S115806

Strategy Rationale

Given a wider offering, students STEM/CTE awareness would increase.

Action Step 1 5

Assign teachers to STEM and CTE programs and provide professional development and resources.

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 8/7/2014 to 6/3/2015

Evidence of Completion

Master Schedule, Sign-in sheet, agenda, PowerPoint handout(s)

Action Step 2 5

Integrate acquired knowledge, skills, and resources into curriculum.

Person Responsible

Maureen Cooling

Schedule

Daily, from 9/19/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets, agendas, handouts

Action Step 3 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Action Step 4 5

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

Person Responsible

Zulaima Sarmiento

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Action Step 5 5

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

Person Responsible

Stacey Mancuso

Schedule

Weekly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans, administrative walkthrough notes, teacher reflection notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

FCIM

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

FCIM

Person Responsible

Schedule

Evidence of Completion

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

G4. To increase parental involvement in school activities and functions. 1

G042833

G4.B1 Lack of attendance due to insufficient communication between school and parents 2

B104612

G4.B1.S1 Increase communication with parents and provide greater opportunities for involvement 4

S115816

Strategy Rationale

Given an increase in communication, parental involvement in school activities and functions will increase.

Action Step 1 5

Use ConnectEd to communicate with parents more frequently and provide more informative emails.

Person Responsible

James Gilham

Schedule

Quarterly, from 9/2/2014 to 6/3/2015

Evidence of Completion

ConnectEd Reports

Action Step 2 5

Schedule meetings and functions before and after the work day, and include food trucks and food sales to enable parents to come to functions straight from work.

Person Responsible

Margueritte Ramos

Schedule

Quarterly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Flyers, meeting logs, sign-in rosters

Action Step 3 5

Create more structured opportunities for parents to be involved in activities at school (for instance in the Media Center and working on fundraisers).

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Sign-in rosters

Action Step 4 5

Monitor progress by review of attendance logs.

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 12/1/2014 to 6/3/2015

Evidence of Completion

Attendance logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

FCIM

Person Responsible

Stacey Mancuso

Schedule

Quarterly, from 10/23/2014 to 6/3/2015

Evidence of Completion

Meeting logs, sign-in rosters

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

FCIM

Person Responsible

Zulaima Sarmiento

Schedule

Quarterly, from 10/23/2014 to 6/3/2015

Evidence of Completion

Meeting logs, sign-in rosters

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Introduce strategy and provide professional development on the integration of technology in the delivery of ELA instruction via faculty meetings/sessions.	Mancuso, Stacey	9/18/2014	Sign-in sheets, agenda, power point and handout(s)	4/30/2015 monthly
G2.B1.S1.A1	Provide Time Management workshop	Cileli, Kerly	9/19/2014	Handout, worksheet, individual conference logs	9/19/2014 one-time
G3.B1.S1.A1	Assign teachers to STEM and CTE programs and provide professional development and resources.	Mancuso, Stacey	8/7/2014	Master Schedule, Sign-in sheet, agenda, PowerPoint handout(s)	6/3/2015 quarterly
G4.B1.S1.A1	Use ConnectEd to communicate with parents more frequently and provide more informative emails.	Gilham, James	9/2/2014	ConnectEd Reports	6/3/2015 quarterly
G1.B1.S2.A1	Introduce strategy and provide professional development on the integration of technology in the delivery of instructions as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via faculty meetings/sessions.	Mancuso, Stacey	9/18/2014	Sign-in sheets, agenda, power point and handout(s)	4/30/2015 monthly
G1.B1.S3.A1	Introduce strategy and provide professional development to integrate technology in the delivery of instruction as it relates to inquiry-based science learning.	Mancuso, Stacey	9/18/2014	Sign-in sheet, agenda, PowerPoint handout(s)	4/30/2015 monthly
G1.B1.S4.A1	Introduce strategy and provide professional development on the infusion of technology in the delivery of instructions as it relates to reading, writing, speaking and listening in the social studies curriculum via faculty meetings/sessions.	Mancuso, Stacey	9/18/2014	Sign-in sheets, agenda, Power Point and handout(s)	4/30/2015 monthly
G1.B1.S1.A2	Incorporate the effective use of technology during instruction to support reading, writing, speaking and listening across the curriculum through the use of informational material in the content areas.	Salahuddin, Patricia	9/19/2014	Lesson plans	6/3/2015 daily

Dade - 7081 - Design & Architecture Senior High - 2014-15 SIP
Design & Architecture Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Review time management survey and assist students in the development of a study plan.	Molina, Michele	9/22/2014	Student Case Management	6/3/2015 quarterly
G1.B1.S2.A2	Incorporate the effective use of technology during mathematics instruction to promote problem solving strategies and skills.	Zick, Rudolf	9/19/2014	Lesson plans, administrative and department chairperson walkthrough notes	6/3/2015 daily
G1.B1.S3.A2	Build collaborative teacher support within the Science Department to integrate the effective use of technology that will result in professional growth and interdisciplinary teamwork to improve student achievement and learning outcomes.	Mena, Eloisa	9/19/2014		6/3/2015 daily
G1.B1.S4.A2	Incorporate the use of technology during instruction to support reading, writing, speaking and listening through the use of informational material in the content area of Social Studies.	Callahan, Edward	9/19/2014	Lesson plans, administrative and department chair walkthrough notes	6/3/2015 daily
G3.B1.S1.A2	Integrate acquired knowledge, skills, and resources into curriculum.	Cooling, Maureen	9/19/2014	Sign-in sheets, agendas, handouts	6/3/2015 daily
G4.B1.S1.A2	Schedule meetings and functions before and after the work day, and include food trucks and food sales to enable parents to come to functions straight from work.	Ramos, Margueritte	9/3/2014	Flyers, meeting logs, sign-in rosters	6/3/2015 quarterly
G1.B1.S1.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of technology during the delivery of instruction.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/3/2015 weekly
G2.B1.S1.A3	Provide additional support by: a. matching students with a mentor that will provide encouragement and guidance. b. participating and collaborating with teachers during grade level meetings to better assist students struggling with time management.	Cileli, Kerly	12/1/2014	Grade level meeting minutes, logs	6/3/2015 quarterly
G1.B1.S2.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of technology during the delivery of instruction.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/3/2015 weekly
G1.B1.S3.A3	Conduct regular classroom walkthroughs to review lesson plans and student work samples to ensure the effective implementation of technology in the delivery of instruction.	Mancuso, Stacey	9/19/2014	Teacher lesson plans, samples of students' work	6/3/2015 weekly
G1.B1.S4.A3	Conduct weekly classroom walkthroughs, review lesson plans and student work samples to ensure the effective implementation of the integration of technology during the delivery of instruction.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/3/2015 weekly
G3.B1.S1.A3	Conduct regular classroom walkthroughs to review lesson plans and student work samples to ensure the effective implementation of	Mancuso, Stacey	9/19/2014	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/3/2015 weekly

Dade - 7081 - Design & Architecture Senior High - 2014-15 SIP
Design & Architecture Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	technology in the delivery of instruction.				
G4.B1.S1.A3	Create more structured opportunities for parents to be involved in activities at school (for instance in the Media Center and working on fundraisers).	Mancuso, Stacey	9/3/2014	Sign-in rosters	6/3/2015 quarterly
G1.B1.S1.A4	Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.	Sarmiento, Zulaima	9/19/2014	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes.	6/3/2015 weekly
G2.B1.S1.A4	Review students' progress reports, report cards, and daily attendance.	Molina, Michele	9/19/2014	Grade level meeting minutes	6/3/2015 every-6-weeks
G1.B1.S2.A4	Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.	Sarmiento, Zulaima	9/19/2014	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/3/2015 weekly
G1.B1.S3.A4	Provide additional support, resources, and best practices as it relates to technology and problem-solving strategies during weekly collaborative sessions.	Sarmiento, Zulaima	9/19/2014	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/3/2015 weekly
G1.B1.S4.A4	Provide additional support, resources and best practices as it relates to technology and problem solving strategies during weekly collaboration sessions.	Sarmiento, Zulaima	9/19/2014	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes	6/3/2015 weekly
G3.B1.S1.A4	Provide additional support, resources, and best practices as it relates to technology and problem-solving strategies during weekly collaborative sessions.	Sarmiento, Zulaima	9/19/2014	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/3/2015 biweekly
G4.B1.S1.A4	Monitor progress by review of attendance logs.	Mancuso, Stacey	12/1/2014	Attendance logs	6/3/2015 quarterly
G1.B1.S1.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology that includes DOK, critical thinking, and writing strategies during the ELA instruction.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chair walkthrough notes as well as teacher reflection notes	6/3/2015 weekly
G1.B1.S2.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology that encompasses problem solving strategies during the delivery of instruction.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chairperson walkthrough notes, as well as teacher reflection notes	6/3/2015 weekly
G1.B1.S3.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology as it relates to inquiry-based science learning strategies during the delivery of instruction.	Mancuso, Stacey	9/19/2014	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/3/2015 weekly
G1.B1.S4.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the infusion of technology in the delivery of instruction in the content area of Social Studies.	Mancuso, Stacey	9/19/2014	Lesson plans, administrative and department chair walkthrough notes, as well as teacher reflection notes	6/3/2015 weekly
G3.B1.S1.A5	Engage in ongoing monitoring, feedback and support to ensure the effectiveness of the integration of technology as it relates to inquiry-	Mancuso, Stacey	9/19/2014	Teacher lesson plans, administrative walkthrough notes, teacher reflection notes	6/3/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	based science learning strategies during the delivery of instruction.				
G1.MA1	FCIM	Mena, Eloisa	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014	6/3/2015 quarterly
G1.B1.S1.MA1	FCIM	Sarmiento, Zulaima	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: LAFS Assessment 2014	6/3/2015 biweekly
G1.B1.S1.MA1	Florida Continuous Improvement Model (FCIM)	Mancuso, Stacey	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: Language Arts Florida Standards (LAFS) Assessment 2014	6/3/2015 biweekly
G1.B1.S2.MA1	FCIM	Sarmiento, Zulaima	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: MAFS Assessments (Algebra 1 EOC, Geometry EOC, Algebra 2 EOC) 2014	6/3/2015 biweekly
G1.B1.S2.MA1	FCIM	Mancuso, Stacey	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: Mathematics Florida Standards (MAFS) Assessments (Algebra 1 EOC, Geometry EOC, Algebra 2 EOC) 2014	6/3/2015 biweekly
G1.B1.S3.MA1	FCIM	Sarmiento, Zulaima	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014	6/3/2015 biweekly
G1.B1.S3.MA1	FCIM	Mancuso, Stacey	9/19/2014	Formative: Classroom assessments, District Interim Assessments; Summative: Next Generation Science Standards (NGSS) Assessments 2014	6/3/2015 biweekly
G2.MA1	FCIM	Cileli, Kerly	10/29/2014	Attendance and Grade Reports	6/5/2015 quarterly
G2.B1.S1.MA1	FCIM	Sarmiento, Zulaima	10/23/2014	Attendance and Grade Reports	6/5/2015 quarterly
G2.B1.S1.MA1	FCIM	Mancuso, Stacey	10/23/2014	Attendance and Grade Reports	6/5/2015 quarterly
G3.MA1	FCIM		Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.	once	
G3.B1.S1.MA1	FCIM		Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.	once	
G3.B1.S1.MA1	FCIM		Formative: Monthly scheduled writing prompts; Summative: 2014 FCAT 2.0 Writing.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1	FCIM	Mancuso, Stacey	10/23/2014	Meeting logs, sign-in rosters	6/3/2015 quarterly
G4.B1.S1.MA1	FCIM	Sarmiento, Zulaima	10/23/2014	Meeting logs, sign-in rosters	6/3/2015 quarterly
G4.B1.S1.MA1	FCIM	Mancuso, Stacey	10/23/2014	Meeting logs, sign-in rosters	6/3/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To maintain the high level of student achievement by sustaining rigorous instruction across all content areas.

G1.B1 Limited use of technology in the instructional delivery.

G1.B1.S1 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary text, to support students in the production of more coherent writing about text, to implement collaborative conversations as an instructional framework.

PD Opportunity 1

Introduce strategy and provide professional development on the integration of technology in the delivery of ELA instruction via faculty meetings/sessions.

Facilitator

Maureen Cooling, PD Liaison

Participants

ELA Teachers and Reading Teacher: Dr. Patricia Salahuddin, ELA Department Chairperson; Marlene Zamora, Reading Department Liaison; Susanne Caudle, ELA Teacher; Luis Hernandez, ELA Teacher

Schedule

Monthly, from 9/18/2014 to 4/30/2015

PD Opportunity 2

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson, Dr. Patricia Salahuddin, ELA Department Chairperson

Participants

ELA Teachers and Reading Teacher: Dr. Patricia Salahuddin, ELA Department Chairperson; Marlene Zamora, Reading Department Liaison; Susanne Caudle, ELA Teacher; Luis Hernandez, ELA Teacher

Schedule

Weekly, from 9/19/2014 to 6/3/2015

G1.B1.S2 Integrate technology in the delivery of instruction in mathematics as it relates to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts.

PD Opportunity 1

Introduce strategy and provide professional development on the integration of technology in the delivery of instructions as it relates to problem solving, analyzing, interpreting, and modeling mathematical concepts via faculty meetings/sessions.

Facilitator

Maureen Cooling, PD Liaison

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher

Schedule

Monthly, from 9/18/2014 to 4/30/2015

PD Opportunity 2

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

Facilitator

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher

Schedule

Weekly, from 9/19/2014 to 6/3/2015

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

PD Opportunity 1

Introduce strategy and provide professional development to integrate technology in the delivery of instruction as it relates to inquiry-based science learning.

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Eloisa Mena, Science Department Chairperson; Wayne Adams, Physics/Physical Science Teacher; James Almeroth, Chemistry Teacher, James Gilham, AP Environmental Science Teacher; Luis Gonzalez, PE Teacher

Schedule

Monthly, from 9/18/2014 to 4/30/2015

PD Opportunity 2

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson; Eloisa Mena, Science Department Chairperson

Participants

Eloisa Mena, Science Department Chairperson; Wayne Adams, Physics/Physical Science Teacher; James Almeroth, Chemistry Teacher, James Gilham, AP Environmental Science Teacher; Luis Gonzalez, PE Teacher

Schedule

Weekly, from 9/19/2014 to 6/3/2015

G1.B1.S4 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary texts in the content area of Social Studies.

PD Opportunity 1

Introduce strategy and provide professional development on the infusion of technology in the delivery of instructions as it relates to reading, writing, speaking and listening in the social studies curriculum via faculty meetings/sessions.

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Teresa Grafton, Department Chairperson; Edward Callahan, US History Teacher; Wade Charlestant, Government/Economics Teacher; Zudannie Nunez-Hernandez, World History Teacher

Schedule

Monthly, from 9/18/2014 to 4/30/2015

PD Opportunity 2

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson; Teresa Grafton, Social Sciences/World Languages Department Chairperson

Participants

Edward Callahan, US History Teacher; Wade Charlestant, Government/Economics Teacher; Zudannie Nunez-Hernandez, World History Teacher

Schedule

Weekly, from 9/19/2014 to 6/3/2015

G3. To increase awareness of and interest in STEM and CTE.

G3.B1 Recruiting teachers who are certified in STEM and CTE related-courses.

G3.B1.S1 Expand current STEM/CTE instructional programs.

PD Opportunity 1

Assign teachers to STEM and CTE programs and provide professional development and resources.

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher; Eloisa Mena, Science Department Chairperson; Wayne Adams, Physics/Physical Science Teacher; James Almeroth, Chemistry Teacher, James Gilham, AP Environmental Science Teacher; Maureen Cooling, CTE/Technology Department Chairperson; Juan Cabrera, CTE Teacher; Thomas Pike, CTE Teacher

Schedule

Quarterly, from 8/7/2014 to 6/3/2015

PD Opportunity 2

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher; Eloisa Mena, Science Department Chairperson; Wayne Adams, Physics/Physical Science Teacher; James Almeroth, Chemistry Teacher, James Gilham, AP Environmental Science Teacher; Maureen Cooling, CTE/Technology Department Chairperson; Juan Cabrera, CTE Teacher; Thomas Pike, CTE Teacher

Schedule

Biweekly, from 9/19/2014 to 6/3/2015

Technical Assistance Items

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

G1. To maintain the high level of student achievement by sustaining rigorous instruction across all content areas.

G1.B1 Limited use of technology in the instructional delivery.

G1.B1.S1 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary text, to support students in the production of more coherent writing about text, to implement collaborative conversations as an instructional framework.

PD Opportunity 1

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

ELA Teachers and Reading Teacher: Dr. Patricia Salahuddin, ELA Department Chairperson; Marlene Zamora, Reading Department Liaison; Susanne Caudle, ELA Teacher; Luis Hernandez, ELA Teacher

Schedule

Daily, from 9/19/2014 to 6/3/2015

G1.B1.S2 Integrate technology in the delivery of instruction in mathematics as it relates to problem solving strategies, such as analyzing, interpreting, and modeling mathematical concepts.

PD Opportunity 1

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Rudolf Zick, Mathematics Department Chairperson; Orestes Amador, Mathematics Teacher; Randall Redlien, Mathematics Teacher

Schedule

Daily, from 9/19/2014 to 6/3/2015

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

PD Opportunity 1

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

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Eloisa Mena, Science Department Chairperson; Wayne Adams, Physics/Physical Science Teacher; James Almeroth, Chemistry Teacher, James Gilham, AP Environmental Science Teacher; Luis Gonzalez, PE Teacher

Schedule

Daily, from 9/19/2014 to 6/3/2015

G1.B1.S4 Integrate technology in the delivery of instruction in reading, writing, speaking and listening across the curriculum to maintain rigorous analysis of informational and literary texts in the content area of Social Studies.

PD Opportunity 1

Incorporate the use of technology during instruction to support reading, writing, speaking and listening through the use of informational material in the content area of Social Studies.

Facilitator

Maureen Cooling, PD Liaison/Technology Department Chairperson

Participants

Teresa Grafton, Department Chairperson; Edward Callahan, US History Teacher; Wade Charlestant, Government/Economics Teacher; Zudannie Nunez-Hernandez, World History Teacher

Schedule

Daily, from 9/19/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Goal 1: To maintain the high level of student achievement by sustaining rigorous instruction across all content areas.	30,000
Goal 3: To increase awareness of and interest in STEM and CTE.	5,000
Grand Total	35,000

Goal 1: To maintain the high level of student achievement by sustaining rigorous instruction across all content areas.

Description	Source	Total
B1.S1.A4 - Technology/Resources	General Fund	10,000
B1.S2.A4 - Technology/Resources	General Fund	10,000
B1.S3.A4 - Technology/Resources	General Fund	5,000
B1.S4.A4 - Technology/Resources	General Fund	5,000
Total Goal 1		30,000

Goal 3: To increase awareness of and interest in STEM and CTE.

Description	Source	Total
B1.S1.A4 - Technology/Resources	General Fund	5,000
Total Goal 3		5,000