U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [X] Magnet   [X] Choice

Name of Principal <u>Dr. Stacey Mancuso</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Design and Architecture Senior High School</u>
(As it should appear in the official records)

School Mailing Address <u>4001 NE 2nd Avenue</u>
(If address is P.O. Box, also include street address.)

City <u>Miami</u>   State <u>FL</u>   Zip Code+4 (9 digits total) <u>33137-3505</u>

County <u>Miami-Dade</u>

Telephone <u>(305) 573-7135</u>   Fax <u>(305) 573-8253</u>

Web site/URL <u>http://www.dashschool.org/</u>   E-mail <u>anaalvarez-arimon@dadeschools.net</u>

Twitter Handle
<u>https://twitter.com/DASHschool</u> Facebook Page _____ Google+ _____
                                    Blog
YouTube/URL _____ <u>https://dashdispatch.wordpress.com/</u> Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*<u>Mr. Alberto Carvalho</u>   E-mail <u>ACarvalho@dadeschools.net</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Miami-Dade</u>   Tel. <u>(305) 995-1429</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Ms. Perla Tabares Hantman</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   215 Elementary schools (includes K-8)
   (per district designation):   55 Middle/Junior high schools
                                   56 High schools
                                   0 K-12 schools

                                   326 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	33	100	133
10	38	106	144
11	42	74	116
12 or higher	40	78	118
Total Students	153	358	511

4. Racial/ethnic composition of
   the school:

0 %	American Indian or Alaska Native
3 %	Asian
11 %	Black or African American
59 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
26 %	White
1 %	Two or more races
100 % Total	

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

   This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	7
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2014	520
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0 %
   0 Total number ELL

   Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 38 %
   Total number students who qualify: 189

8. Students receiving special education services: 4 %
   18 Total number of students served

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

1	Autism	1	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>1</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	125
Enrolled in a 4-year college or university	90%
Enrolled in a community college	9%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award. <u>2007</u>

15. In a couple of sentences, provide the school's mission or vision statement.

To provide a high level, integrated education in art, design and academics using traditional faculty and career professionals to facilitate learning within the industry standards.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

DASH is a public, magnet high school where students apply and participate in a blind audition to be accepted. The audition process includes submission of a student portfolio, an interview and participation in a workshop where students complete three drawings on site. Points are awarded per category to determine eligibility.

Design and Architecture Senior High (DASH) is a premier magnet high school and serves the ethnically and racially diverse Miami-Dade population. With a rigorous academic, and art and design education, students apply through an audition process to pursue a career in Architecture/ Interior Design, Industrial Design (including transportation and product design), Fashion Design, Visual Communications (including graphic design and advertising), Entertainment Technology/Film. These industries have been identified as areas needing a workforce in South Florida, as indicated in the high rate of college entry, scholarship, and employment experienced by DASH graduates.

In 1990, DASH was established through a Saturn Proposal (RFP) to the Miami-Dade County School Board seeking unique ideas for magnet schools to attract students to urban schools. DASH is located on three acres of concrete in the heart of Miami's Design District which has recently experienced a worldwide resurgence as major design showrooms have opened their doors. The surroundings provide a vast influence on the students who serve as interns and work on special projects with the designers, becoming immersed in the design world.

Initially, there were three design programs, including architecture, landscape architecture, and fashion design. Responding to the needs of the design community and the interest of students, DASH merged landscape architecture into architecture and added three design programs and a parallel fine arts program, rounding out the curricular offerings to what they are today. Design and Architecture Senior High serves as a prototype for design high schools emerging nationwide, especially in urban areas.

The district is one mile north of the downtown City of Miami, providing the students with a broadened perspective of their community and its resources. The design community has enthusiastically embraced the school and students, providing an impetus for them to return to Miami when their design education is complete. The milestones of DASH are evident in the academic, artistic and design success that has occurred nationwide.

The recruitment goals seek a diversified student body. Students are recruited from all 94 public middle and K-8 schools in the district, private and charter schools. DASH serves 511 students comprising diverse ethnic groups: 3.1% Asian, 11.4% Black, 25.6% White, 59.1% Hispanic, and .8% multi-racial, 37% of whom are on free or reduced-price lunch.

The student population at DASH mirrors the multicultural population of Miami-Dade County and includes varied socio-economic groups. Students with needs in language or exceptional educational programs are encouraged to apply and audition. The application and blind audition process requires all students to submit a portfolio and sketchbook, complete on-site drawings and participate in an interview. Over 80% of the students attending DASH are provided bus transportation, including 74% who receive mass transit passes.

"Education by Design" is the philosophy behind DASH, as well as a catalyst toward innovation and refinement. Our vision is to educate talented students to become confident and critical thinkers through interdisciplinary challenges in visual arts and design in preparation for college and a career in the design world. The design programs provide curriculum focus and opportunities to incorporate both academic and artistic development. School-wide activities have provided opportunities to investigate cultures, time periods, environmental concerns, neighborhood planning, contemporary artists and issues, economic perspectives, and literature past and present. Internships with practicing artists, architects and designers bring reality to design careers in Miami-Dade.

The mission of Design and Architecture Senior High is to provide a student-centered education in art, design, and the academics by using faculty and career professionals as facilitators of innovative thinking in a diverse learning community. Achievement of such a mission produces students who are thinking, caring, well informed, skilled, enriched, and prepared to solve problems of the built and natural environment.

Since DASH opened its doors in 1990, change has enhanced every aspect of the school. Each year has

brought new challenges and new solutions. In 1992, there was one section of Advanced Placement in two areas of study. Today there are three mandatory studio classes for each student, and seventeen Advanced Placement academic options for students to choose from. Dual Enrollment courses are offered on campus through Florida International University. The rigor has increased as have the benefits. This is clearly indicated in the college acceptance and scholarship offers that have risen from $.5 million in 2002 to $19.8 in 2015. A healthy peer competition has been maintained and increased annually as students are recognized in The National Scholastic Art and Writing Awards, the YoungArts Competition leading to Presidential Scholars, Posse Scholarships, Bill and Melinda Gates Scholarships, and a myriad of scholarships to the best schools nationwide and beyond.

Remaining stable in the organization is the presence of the Lead Team, a group of administrators and selected teachers who collaborate on decision making for the school. Each brings a unique perspective to the table, breaking through the typical hierarchy and increasing the possibilities for enhancement of ideas and resources.

DASH has won the National Blue Ribbon award twice in the past. With its current rankings in the 2015 Niche Report, DASH is ranked 9th in the State of Florida and 2nd by US News and World Report for Best Overall High Schools. It is clearly evident that meeting the rigorous of the National Blue Ribbon Award has raised the district, state, and national profile. DASH intends to surpass this record as a third time winner of the National Blue Ribbon Award and maintain its presence on the school profile, where it will showcase the excellence of the school, faculty and students to colleges and universities nationwide and abroad.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

DASH has elected to increase the standard and the rigor of the core curriculum and the total course curriculum on an annual basis. DASH currently offers the following high-level courses: 42 Honors courses, 18 Advanced Placement (AP) courses and 9 Dual Enrollment Courses. Twenty-three Magnet Program courses run for three consecutive years, taught by industry standard teachers. Career and Technical Education (CTE) qualifies students for State Certification in Adobe Illustrator, Photoshop Premiere, and Flash. Specialized courses are designed to challenge and enrich all students including those with exceptional or limited abilities. Every classroom is equipped with a Promethean Board and the most up-to-date software to enhance the educational experience and opportunities for research, exploration and real life application.

The Language Arts Department aims to develop the ability of all students as readers, writers, speakers and listeners. The required four-year program offers regular, gifted, honors, Advanced Placement, and Dual Enrollment Writing and Rhetoric courses. An intensive reading course emphasizing fluency, vocabulary, comprehension and test-taking skills is scheduled for any student struggling to meet state standards in reading. Tutoring and practice sessions are implemented throughout the year for targeted students to provide enrichment or remediation based on students' individual needs.

The Language Arts Curriculum begins with genre study in 9th grade and continues with World Literature in 10th, American Literature in 11th, and British Literature in 12th. The Advanced Placement Language and Literature courses follow the curriculum set forth by The College Board. Students must meet university standards to be eligible to take the college-level dual enrollment course offered in 12th grade which implements the university's curriculum. Advanced academic course instructors must attend subject specific professional development set forth by The College Board and dual enrollment teachers must be credentialed by the university to be considered for the position. In addition to the anthologized selections required in class, students are expected to read selected novels and/or plays during the summer and throughout the school year. A variety of strategies including visual projects, written reports, and Socratic seminars are utilized to develop and assess reading comprehension and appreciation of style. The importance of reading is recognized school-wide as a 30-minute, sustained, silent reading period observed daily in every classroom.

Language Arts teachers use writing-to-learn strategies as well as the writing process in their lessons. Students learn to write journals, analyze literature, and prepare research reports as well as create poetry and personal narratives. Upper level students apply their writing skills to develop resumes, college essays, and artist's statements for their Career Portfolios. Teachers support participation in local, state, and national writing and oratorical competitions. DASH students have received numerous awards and recognition in writing from YoungArts, the National Association for the Advancement of the Arts, Scholastics, and the National Council of Teachers of English.

The Mathematics curriculum at DASH is designed to prepare students for college. Courses range from basic Algebra I to honors courses and Advanced Placement Calculus. Intensive Math, Math for College Readiness, and tutoring are offered to assist students in need of additional support. Although only three years of math are required for graduation, DASH students often opt for an additional course in preparation for college. In 2015, students scored at 98% in the Geometry EOC exam and 85% in the Algebra I EOC.

The Science curriculum is designed to develop within each student a rich understanding of the nature of science and its relationship to succeeding in the future. Students play a meaningful role in the process of learning through collaborative discussions, hands-on activities, field experiences, scientific investigations, and interdisciplinary projects as well as participation in competitions such as the Fairchild Challenge, making connections between science and real life problems. Student scores reflect excellence in instruction, achieving 99% for 2 consecutive years in the Biology EOC exam.

An integrated program of course offerings, extra-curricular activities, and community service lays the

groundwork for the goal of the social studies curriculum, to foster intellectual development and civic competence of students as citizens and scholars. World History, American History, and Government and Economics are all required courses offered for regular, gifted, honors or Advanced Placement credit. In 2015, students scored 97% on the US History EOC exam. Clubs and activities such as Junior States of America, Model United Nations, Brain Bowl, and National Honor Society reach out to the community through numerous community-service projects such as Lead2Feed, for which DASH students won first place nationally in 2015.

College preparation, applications, and scholarship eligibility are integral components of each student's program. The combination of high academic standards and exceptional design programs allows DASH students to compete effectively for both admission and merit scholarships to many of the country's finest universities and professional schools of design. DASH maintains a College Advisement Program Counselor. The ultimate task of the counselor is to assure that the 118 seniors have access to appropriate colleges and universities throughout the nation and the world.

DASH invites approximately 60 schools that will provide a rigorous curriculum for DASH graduates along with a strong scholarship package to present programs and offerings in the fall that are applicable to the students' field of study. They return in January for the DASH National Portfolio Day. Each year, scholarship acquisition increases as does the stellar reputation of the DASH student, who often sets the standard in higher education.

2.   Other Curriculum Areas:

Fine arts and technology are part of the four-year sequence. During the first year at DASH, basic painting prepares students for high-level fine art courses in the future. In Grade 10, all students are enrolled in Dual Enrollment Painting. The course instills painting techniques and stylistic approaches that extend beyond the high school level. Art History and Advanced Placement Art History are offered to provide a historical reference for all future art, design, and architecture courses. Grade 11 students are enrolled in Advanced Placement Studio-Drawing. It is here where the work produced is sent to the College Board and judged against the national entries. Grade 12 students are enrolled in Advanced Placement Studio-2-D and /or 3-D design. Two students received commendation for achieving a perfect score in Advanced Placement Studio-2-D in 2015.

Beginning in Grade 10, students specialize in three years of study in one of the five design programs described below:

The Architecture/Interior Design program includes freehand drawing, model-building, computer-aided design, and a juried presentation. Furniture, landscape, and urban planning are critical components of the architecture program. The course prepares the student for higher education in visual arts and the design professions of architecture, interior design, landscape architecture, urban planning, and related engineering and construction fields. Students are introduced to project-based problems, allowing them to come up with innovative solutions and schemes.

The Industrial Design program, one-of-a-kind in the nation, highlights product design and its role in today's fast paced world. As the consumer market shifts, so does the demand for products that minimize environmental impact from production to disposal. Product design begins with hand drafting and concept drawings. Good design and functionality are part of understanding the vital role design can play in improving lives. Innovation is key. Transportation design is included in the curriculum and optional for the highly motivated student interested in a career in transportation design.

In the Visual Communications/Web Design program, students work on iMac computers to produce movie posters, logos, fashion labels, packaging, signage, books, web sites, and video games. These students often incorporate inspiration from their fine art work in their graphics work. They study typeface, analyze composition, and frequently use software tools like Adobe Photoshop. Taught by a skilled graphic designer, DASH Visual Communications students develop multi-stage projects such as board games and super hero dolls that involve conceptualizing, packaging, branding, and marketing in the form of billboards and web

launches. They must also adhere to strict deadlines and learn to produce quality work under pressure in the competitive world of graphic design.

The DASH Entertainment Technology program teaches the behind-the-camera aspects of the film world including script-writing, story-boarding, working with editing software such as Final Cut Pro and Premiere, using state-of-the-art equipment, researching career options in the film industry, and submitting work to the festival circuit. Students work within production companies and have to budget their projects. Phantom Film Works students have been regularly invited to participate alongside real-world projects shot on location in Miami such as the MTV Video Music Awards, Super Bowl Miami, and the major motion picture "Rock of Ages." They produce events that incorporate lighting, audio, cinematography, directing, and budgeting. Every year, DASH film seniors share their best short films, music videos, and animated movies at the Phantom Film Festival in a local theater on the big screen.

Fashion design students at DASH learn pattern making, draping, tailoring, how to work with various textiles, and how to use professional sewing equipment to produce beautiful, functional clothing. They prepare mood boards and collages full of visual inspiration before assembling their seasonal fashion lines. These students work in a well-appointed lab overseen by a tenured fashion teacher, and they follow the work of major international houses to study current trends in the industry. They learn strong figure-drawing skills to sketch their designs before producing them. Seniors showcase their work at the annual DASH fashion show. Former students have worked with Teen Vogue and John Paul Gaultier, Ungaro Couture, Fendi, and Oscar de la Renta.

Recently, DASH has added two Career and Professional Education (CAPE) Academies, including Digital Design and Digital Cinema. The Digital Design Academy offers the students the following sequence of courses: Introduction to Information Technology and Digital Design 1, incorporating the Adobe Certified Association (ACA) Photoshop CC test; Digital Design 2 or Digital Illustrator, which culminate with the ACA Illustrator test and Digital Design 3, which includes Digital Animation with Storyboard Pro certification. The Digital Cinema Academy is based on Digital Cinema Production. The course sequence incorporates Adobe Certified Associates (ACA) Premier Pro Test.

The Foreign Language Department offers Spanish and French courses ranging from beginners to Honors, Advanced Placement, and Dual Enrollment courses. The Spanish department offers courses for both native and non-native speakers.

The Physical Education requirement includes Personal Fitness, including nutrition, Team Sports, and participation in the yearly Fitnessgram. The school is equipped with a full gym and weight room. The curriculum includes indoor and outdoor activities for course fulfillment. Many students find Physical Education to be a viable outlet for the rigors of the school.

3. Instructional Methods and Interventions:

The methods used in the classroom consistently contain a variety of approaches to involve the intellectual, artistic and creative talents of the magnet students. A specific effort is made to integrate reading into all subjects. While group work and independent assignments are balanced with direct instruction and research, projects and hands-on-activities are used to effectively involve students in the learning process. Instructional activities and assignments range from standard essays, home learning, labs, and research projects to a full blown runway show, short films, scaled architectural models, company branding and sneaker design, to name a few. Technology is an integral part of lessons in every classroom, effectively utilized in research, exploration and real life application to enhance instruction, resulting in sustained student achievement. Course offerings include the full range of the Adobe suite including Photoshop, Premier, and Flash, resulting in CTE certification for the students; Dual Enrollment Computer Aided Drafting (CAD), granting the students college credit; and InDesign, utilized by Visual Communications students. DASH provides a robust online learning program through its Florida Virtual School (FLVS). All ninth grade students take Computing for College and Careers in a dedicated lab, mastering the Microsoft Office Suite and other productivity tools. Our FLVS program is among the best in the state. One hundred percent of the freshmen complete their computer literacy requirement. Over 90% of these complete an additional credit within the

allocated time. Faculty collaboration and interdisciplinary projects involve the student in applying skills across the curriculum. Frequent collaboration occurs, for example, between the Visual Communications students and the Fashion Design and Film students as they work cohesively to develop an end product. The consistent application of project presentations for the purpose of critique develops critical thinking skills, constructive verbal interaction, and personal confidence. The mature exchange between faculty and students is the foundation of instruction at DASH.

Throughout the school year, teachers offer tutoring in Reading, Mathematics and Science courses once a week during the 50-minute extended lunch period. Data from Mid-Year assessments is carefully analyzed to identify students in need of additional support. Beginning in January, a school-wide, eighteen week, peer tutoring program is in place to provide weekly, one-on-one tutoring for students in Reading, Biology, Geometry, Algebra I and Algebra II. National Honor Society students are carefully trained by teachers in each subject area to provide one-on-one assistance designed to meet students' specific needs. Reading interventions are broken down into two segments. The first seven weeks are teacher-led and the students use Trailblazers to gain mastery of the standards. During the remaining weeks, nicknamed "Testbusters," students receive one-on-one tutoring from their peers. Tutoring occurs during the extended lunch period. Sponsored by the PTSA, all students and tutors are provided with pizza and refreshments during tutoring sessions.

Additionally, Calculus, Physics, Biology, and English Language and English Literature Advanced Placement teachers also provide enrichment sessions for their students. In addition to implementing the AP curriculum, they offer seminars covering key points and test taking skills, including a "mock-test" in these subject areas.

4.   Assessment for Instruction and Learning and Sharing Assessment Results:

Assessments are part of a cycle that starts with instructional delivery, continues with applying newly acquired knowledge in class, and in home learning assignments and is followed by review before assessments. Data is analyzed on an ongoing basis to determine instructional goals, curriculum, professional development needs, and to track student progress. Data from the Florida Standards Assessment (FSA) and End of Course (EOC) exams is disaggregated to determine the strengths of the school and to identify areas for improvement. The data is shared with the faculty and achievement goals are set for the year aligned with the School Improvement Plan and the mission of the school. Individual student scores are used in determining adequate placement for English and Mathematics courses, advanced academic courses, or placement in Intensive Reading and/or Math. Data from formative and summative assessments such as Reading and Grammar Diagnostics, District Mid-year Assessments, Reading+, teacher created assessments, teacher observation, District Topic Tests for FSA/EOC related courses, "Algebra Nation", and EOC Test Item Specifications, is utilized to guide instruction and to identify students for tutoring. Advanced Placement scores are individually discussed with Advanced Placement teachers and PSAT scores are used to determine future eligibility for Advanced Placement and Dual Enrollment courses. The data is discussed with students during individual data chats making students an integral part of their own academic growth. Additionally, individual student grades are analyzed quarterly by counselors to ensure students maintain standards in their academics, art and design courses, and to provide support for struggling students.

Test results and assessment information are shared with parents on numerous occasions. Individual student assessment FSA and EOC score reports are sent home upon receipt and grade specific testing information and assessment data is shared with parents during Open House at the beginning of the school year, Orientation for new students, and Junior and Senior Parent Night. Additionally, parents receive quarterly Interim Reports and a student report card at the end of each quarter indicating student progress and grades in each course. Teachers maintain communication with parents through the Pinnacle grade book, email, and telephone. Student progress and assessment data updates are also provided during every Educational Excellence School Advisory Council (EESAC) meeting.

To ensure a high level of achievement is maintained, student performance is discussed during bi-weekly Instructional Improvement Team meetings. High-level instruction is maintained throughout all course offerings and a comprehensive peer tutoring program assists students in need of additional support.

Curriculum offerings in Advanced Placement and Dual Enrollment course offerings are expanded each year to maximize learning opportunities and technology is infused throughout the curriculum to enhance instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Design and Architecture Senior High 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 and being 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.

DASH is an equal opportunity environment with auditions based on artistic potential and skill. DASH students are united by their artistry and their unique ability to transcend the typical school experience, race, ethnicity or socio-economic status. Once the students are admitted into DASH, they are all measured by the same criteria. Ultimately, it is the task of the staff to promote art and academic success for all students by evaluating their position, analyzing their needs, and implementing solutions that will insure success for all students. Daily common planning affords conversation for improvement of instruction for individual student and their needs.

The school celebrates its multiculturalism through a variety of extra-curricular activities, clubs and organizations where students pursue areas of interest beyond the classroom with students from all grade levels, gender and race. Students come together to share their interests in ethnic music, dance and literature and often put together small performances where they share their cultural richness with their fellow students.

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.

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.

2. Engaging Families and Community:

Located in the heart of Miami Design District, the design community supports the development of DASH by preparing students for productive careers in the workplace through the Executive Internship Program, placing student in Grades 11 and 12 in local design and architectural firms, fashion and related showrooms. The DASH Advisory Board, comprising 42 professional architects, designers, and educators, as well as DASH alumni, has fostered new relationships in the design community. It meets on a monthly basis to advise school leaders on curriculum for the design program and to share their expertise and resources. The Board's connection to the design industry ensures the growth and relevancy of the internship program and guides the DASH graduates towards appropriate careers in design. The Educational Excellence School Advisory Council (EESAC) is an active example of staff and community input in DASH school-wide decisions. EESAC meets monthly to monitor implementation of the School Improvement Plan and to discuss progress towards achieving its goals. The Parent Teacher Student Association, in collaboration with the DASH Advisory Board and EESAC provides an effective and interactive management system. These groups collaborate on such events as the annual fundraiser, "Taste of Design," and the DASH National Portfolio Day, where college representatives from all over the nation visit the school to review junior and senior student portfolios, grant admission to colleges and universities and discuss possible financial aid packages for applying seniors. During Internship Day, professionals from local businesses and industries volunteer their time to provide mock interviews for DASH juniors and offer advice in preparation for job

placement and internships. The school also receives support from local art collectors and national foundations such as the John S. and James L. Knight Foundation, who, in collaboration with the De la Cruz Collection in Miami, have awarded the school $500,000 in student scholarships. The scholarships are used towards an all-expense paid three-week pre-College program at School of Visual Arts, NYC and Parsons School of Design, NYC. The funding will provide a scholarship endowment for the next ten years, impacting the education credits and college experience for 300 DASH students. Perhaps most significant to DASH is the volunteer service of the DASH parents who on a daily basis provide support for the total student body.

3. Professional Development:

Professional development for the faculty at DASH is ongoing throughout the school year and during the summer. The five Design Program Chairpersons recruited from industry actively practice their trade as architects, fashion designers, industrial designers, graphic designers, and filmmakers. While the fine art teachers are working artists, exhibiting locally, nationally, and internationally, academic teachers are publishing and writing curriculum for the district and state, along with attending required professional development on the Florida State Standards. Among our faculty we have readers for The College Board Advanced Placement exams as well as members of the District textbook selection committee, both of which keep them abreast of the latest pedagogy, testing standards, and educational trends. This indicates the stellar quality of teachers whose backgrounds are based on the thematic industry or academic experience of each program or subject area. Additionally, as curriculum offerings expand, faculty attends necessary professional development to meet growing certification/licensing requirements such as Career and Technical Education (CTE) certification, Design Arts Distance Learning Seminars, Beacon Academy Courses, Inside Higher Ed and The Academy of Critical Thinking Webinars, Advanced Placement Teacher Curriculum Reviews and Summer Institutes, National Foreign language Conferences and Dual Enrollment Workshops at Florida International University to name a few. Teachers and students attend lectures and presentations offered by guest speakers on a variety of topics including art and design, social, environmental and global issues. The faculty at DASH is here to serve the common goal of providing the ultimate in design education for all students who attend. It is important that the faculty is allowed to pursue professional activities to remain at the forefront of their field in art, design and academics. Faculty is not only provided with instructional resources, they also receive adequate training and support to ensure implementation of best practices on a daily basis. In addition to the monthly, on-site professional development activities specifically designed to meet teacher/department needs, there is extensive, on-going, in-house training to ensure that use of the state of the art technology in the classrooms and the personal iPads each teacher has been provided with, is maximized to enhance instructional delivery. The transition in method of instructional delivery has impacted every subject area across the curriculum and resulted in successful implementation of the Florida Standards as evidenced by performance on state, Advanced Placement, and Industry Certification assessments.

4. School Leadership:

The Lead Team at Design and Architecture Senior High is composed of the following members: School Principal, Assistant Principal, Magnet Lead Teacher, Student Services Chairperson, Activities Director, and the Art/Design Chairperson. The melding of these six leadership minds as well as the open contributions of total staff are what formulate the strong composition of the school with everyone working for a common mission and vision of DASH. In accordance with the Saturn Proposal, the Lead Team shares the organization and implementation of recruitment, counseling, testing, internships, transportation, activities and scheduling.

For 23 of the 25 years DASH has been in existence, the school principal has been a working fine artist or a registered architect. This element of the leadership position has been integral to the school's success by strengthening the connection between academic rigor, design excellence and artistic expression.

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.

Student progress, assessment results, and departmental concerns are discussed and strategic planning occurs during these sessions to ensure student achievement is maintained at the forefront. Curriculum offerings are evaluated every year based on input from department chairs and program teachers to ensure curriculum offerings support the mission of the school while meeting program demands, student interests and needs.

Special emphasis is placed on maintaining strong connections with the community through participation in the Internship Program, volunteer opportunities, community service projects, participation in local as well as National competitions, and collaborating with local businesses and foundations. These relationships foster expanded opportunities for students such as Pre-College Program scholarships, College Scholarships, employment and cultural exposure and growth contributing to a well-rounded, well-educated, productive global citizen.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The success of the school is due to the innovative instructional practices. Each design program works towards a final project featuring student work. Fashion produces "The Annual Fashion Show", a spectacular runway event where every senior in the program is required to design and construct a signature line of clothing. The Film Program presents "The Annual Phantom Film Festival" which is the culmination of short films produced, directed, cast, edited, and presented in such venues as the Frank Gehry Symphony Center. Many of the films are Public Service Announcements that support and promote communal responsibility. The Architecture Program students work together with local, national and international firms on projects ranging from a Performing Arts Centers to housing for the abused mothers and children. Industrial Design students compete against adult designers in the industry in design awards competitions sponsored by Nike and Ford Motor Company. Graphic Design students produce an award-winning school yearbook, all graphic material for program showcases and develop branding and advertising campaigns. Formative critiques in design courses assist students in improving their work prior to the summative critique. Students engage in peer teaching and learning opportunities such as providing workshops for their classmates sharing a particular area of expertise such as the use of a 3-D printer. Core curriculum and advanced academics teachers also support the design programs by assigning projects that afford extended opportunities for students to express their academic and artistic abilities. For example, English classes stage a performance of novels they have read in class where students need to research and develop a particular character from the book. Others participate in SKYPE interviews with guest speakers and authors or hold Socratic Seminars. Science courses include subject-related labs and Filed Trip participation to botanical gardens and environmental centers.

Even more significant than the program showcases, standardized test scores, grade point averages, Advanced Placement scores, Dual Enrollment Credits acquired, nationally lauded placement in the Annual Scholastics Art and Writing Awards, finalists ranking in YoungArts (the National Advancement of Arts), Posse Foundation Scholars, National Merit Finalists and Silver Knight nominations, is the college placement, scholarship acquisition, college completion, and career entry of DASH students. Graduation rates, college entry, and scholarship acquisition have risen every year, to a record-breaking 19.8 million dollars awarded in scholarships to 125 seniors in 2015. The Faculty and staff at Design and Architecture Senior High take great pride in what the students do during their time at DASH and how it prepares them to be successful in their post-secondary years.