

The School District of Palm Beach County

Alexander W Dreyfoos Junior School Of The Arts



2016-17 Schoolwide Improvement Plan

Alexander W Dreyfoos Junior School Of The Arts

501 S SAPODILLA AVE, West Palm Beach, FL 33401

<https://dsoa.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Alexander W Dreyfoos Junior School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Alexander W. Dreyfoos School of the Arts will provide an outstanding arts-centered education, in concert with a strong academic program, for students with exceptional ability in communication arts, dance, music, theatre, digital media or visual arts. The faculty and staff, in partnership with students, parents, and the community, will strive to meet the individual creative and academic needs of these students.

b. Provide the school's vision statement.

We, at the Alexander W. Dreyfoos School of the Arts, share this vision that supports our mission.

- We have a unique population selected on the basis of artistic talent in communication arts, dance, digital media, music, theatre, or visual arts.
- The major function of our school is to provide our students with the tools necessary to pursue the arts at the college, conservatory, or professional level. The student's primary focus should be on the arts.
- Strong art and academic programs stimulate excellence in artistic and intellectual endeavors.
- All faculty, parents, and students see art as a common purpose at the Alexander W. Dreyfoos School of the Arts.
- Each student's talent is enhanced by his/her success in all classes.
- The Alexander W. School of the Arts fosters a life of appreciation and support of the arts.

2. School Environment

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

Through the integration of arts and academics the Alexander W. Dreyfoos School of the Arts will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Through the use of communication, visual and performing arts activities, a Single School Culture is supported and used to build relationships between students and teachers. Each year, a highlight of our performance schedule is the Multicultural Show. This performance for our students provides artistic acts of vocal performance, theater, dance or pieces of music that portray various cultures and ethnic groups.

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

The Alexander W. Dreyfoos School of the Arts has a system of support for all students built in to the framework of the school. Each art department functions much like a school within a school. The teachers frequently see their students, multiple times each day, and can identify if social-emotional support is needed by a particular student. The guidance counselors are aligned with specific art departments for all of the tenth, eleventh and twelfth grade students. Another guidance counselor is

assigned to the ninth grade students to maintain focus on the transition of students new to our school.

The Alexander W. Dreyfoos School of the Arts community, staff and parents, create strategies that embrace the College Board's Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary). Through the use of college fairs, visitations by college representatives, guidance department presentations on college planning and financial aid workshops, the school environment strongly supports our students' needs.

c. 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.

The Alexander W. Dreyfoos School of the Arts uses the standard secondary discipline program of the Palm Beach County School District. This program has established protocols for teacher intervention of low level disciplinary issues in the classroom and administrative disciplinary consequences for higher level incidences. The school district provides universal guidelines to all school administrators which serve as a catalyst for fair and consistent disciplinary consequences. In addition, the school staff communicates with parents whose students have received a disciplinary consequence. Prior to the return of the students, the school administration reviews the discipline policy with the staff during a preschool meeting. During the class assemblies in the first week of school, the principal explains the critical points of the disciplinary system to all students.

The Alexander W. Dreyfoos School of the Arts has a School-Wide Positive Behavior Support committee that reviews data and develops activities that foster positive interactions among our student population.

d. 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.

The Alexander W. Dreyfoos School of the Arts uses a a number of strategies to ensure the social-emotional needs of all students are met. A mentoring program is in place for school staff to mentor students who demonstrate a need for adult guidance during the school day. The teaching staff in each art area get to know their students early during the school year and serve as adult observers for student problems. If they see a behavior concern for a student, they will notify the child's administrator and guidance counselor. At the appropriate time, the teacher, guidance counselor and administrator will meet and discuss the course of action or service needed by the child. Parents are included in planning this best course of action.

In addition, the Alexander W. Dreyfoos School of the Arts has a school - based team that meets regularly to discuss identified students to determine if counseling, academic or psychological testing or any other service is needed by the student for their success.

New for the 2016-2017 school year is an increased structure to the student mentoring program. The Art teachers serve on the front line for mentoring the students in their respective departments. Key to the success of this mentoring program will be the monitoring of the program through the PLC's. These Art teachers provide screening for student issues and notify school administration and guidance staff for assistance when needed.

The Alexander W. Dreyfoos School of the Arts maintains a relationship with outside agencies that provide various strategies and support to address the social-emotional needs of our students.

3. Early Warning Systems

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

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

The Alexander W. Dreyfoos School of the Arts uses a Probation program as the framework for our Early Warning System. If a student falls below a 2.0 GPA for all courses or a 3.0 HPA in their art area courses at the end of any semester, they are considered in a probationary status. Other indicators which are used as part of the early warning system are as follows:

- * Attendance below 90 percent, regardless of whether absence is excused, unexcused or as a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or Mathematics
- * Course failure in any required course for high school graduation
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	5	19	12	42
One or more suspensions	0	0	0	0	0	0	0	0	0	10	2	5	8	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	18	38	12	82
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	21	31	10	84

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	11	2	19	7	39

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

To assist the students with two or more early warning indicators, the Alexander W. Dreyfoos School of the Arts utilizes the following intervention strategies:

1. School-based Team is a committee of professionals that review the data on these students and provide recommendations to the family and teaching staff.
2. The school Administration and Guidance staff review the students warning indicators to provide a course schedule that has a positive impact.
3. Guidance counselors and the magnet coordinator schedule regular meetings with these students and their parents to review their current progress. The meeting is also designed to provide these students with tools they need and contacts among the school staff for assistance.
4. Students lacking their graduation credits are provided online credit recovery courses with teachers available to provide supplemental instruction during the school day as well as after school.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The Alexander W. Dreyfoos School of the Arts utilizes many methods and activities to facilitate parent involvement on numerous levels. The art departments hold art parent meetings on a monthly basis. The School Advisory Council has a number of parent members on the committee. The parents are able to attend a college night with their children to meet recruiters from over 100 colleges and universities and a college financial workshop is held to inform of financial requirements and opportunities. The school administration has established a Curriculum Night/Open House, a New Student Orientation and a Prospective New Student Program. Parents regularly provide a great deal of volunteer hours to the art departments for performances, field trips and other school based activities. The Guidance Department holds "Coffee Talks" for the parents to learn about important issues relating to college admissions and other topics. Also each art area provides performances or exhibitions for parents to attend to see the artistic talents of the Alexander W. Dreyfoos School of the Arts students.

2. 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.

Alexander W. Dreyfoos School of the Arts works with the School of the Arts Foundation, Inc., a 501 © (3) organization, established in 1993, to enhance the arts and academic programs. Funds raised by the Foundation provide for curriculum enhancements that cannot be funded through the School District. The Alexander W. Dreyfoos School of the Arts is able to provide its advanced level of academics and unique artistic opportunities only by supplementing the school's budget with these private funds. These funds come from individuals, foundations and community business leaders who realize that financial investments should be made in public education. Some of the foundations and community businesses are: Surdna Foundation, Hearst Foundation and Cultural Council of Palm Beach County

The Alexander W. Dreyfoos School of the Arts actively looks for business partners throughout the community. These community organizations are able to provide services or materials that enhance the learning environment or increase academic achievement. The school participates in numerous reciprocal activities to demonstrate our appreciation. Those activities are as follows: appreciation programs, recognition on art area event programs, and assistance with company events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Atherley, Susan	Principal
Barrett, Leo	Assistant Principal
Ferrera, Corey	Assistant Principal
Miller, George	Assistant Principal
Mounce, Georgia	School Counselor
Marshall, Patrick	Teacher, K-12
Smith, Ronda	Teacher, K-12

b. Duties

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

In terms of the MTSS, each school administrator supervises a portion of the student population for attendance, discipline and progress in their academics and arts. The administrators use data from all available sources, such as TERMS, EDW, Performance Matters and state-wide academic assessments, to determine the best strategies for students requiring greater attention and interventions. In terms of the School Improvement Plan, each administrator supervises the teaching staff of specific academic subject areas and that administrator determines if the teaching staff is implementing the SIP strategies in the classroom. All administrators will conduct classroom observations of their teachers using the Marzano Effective Educators system to observe the core instruction delivered by the teachers.

The administrators meet with their respective teachers to discuss individual classroom observations. The administrators have received extensive training with the Marzano teacher observation system, including in skills for communicating with the teachers on the data derived from the observation.

Teachers will be participating in PLC's on a weekly basis carefully designed to enable them to work with teachers of similar courses. The PLC's will be monitored by school administrators.

2. 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.

Prior to the start of the 2016-2017 school year, Principal, Dr. Susan Atherley receives a very specific and detailed budget for the school for the entire year. This budget guides the principal on the exact number of teachers and other professional positions she has available to staff her faculty. This budget includes many small items that are dedicated for a specific purpose. This budget does not contain any specific federal or state funds designed to meet the needs of economically disadvantaged students.

Due to the availability of funds from the School of the Arts Foundation, students with economic disadvantages have a chance of greater educational success. Through the use of Ray of Light Funds, the Foundation helps level the artistic and academic playing field for those students with financial need. The opportunity to obtain scholarships for summer arts programs and scholarships to help offset college costs after graduation are keys to our students' success. Generally students on the Free/Reduced Program are viable candidates for these dollars. Due to a significant contribution of

dollars from an esteemed community member, students in financial need can participate in a formal SAT, PSAT and ACT Preparation program on the school campus outside of school hours. While Dr. Atherley has authority for the Ray of Light Program, Guidance Coordinator Georgia Mounce supervises the SAT/PSAT/ACT program.

The full administrative team meets weekly to discuss important matters concerning the school. This includes those matters concerning available resources. This team includes Dr. Atherley and assistant principals, Leo Barrett, George Miller and Corey Ferrera. The school magnet coordinator, Patrick Marshall, the guidance coordinator, Georgia Mounce, dean, Ronda Johnson, and athletic director, Rob Long also belong to this leadership team. Finally Rebecca Mroczkowski, assistant to the principal, makes many contributions to the committee.

The items below are also used to guide the administration on identifying the students who need additional resources to succeed:

TERMS Database for daily attendance, current class schedule, suspensions/expulsions, semester grades and historical student data
Climate surveys
Referrals to special education programs
Education Data Warehouse management database for academics and behavior
Curriculum Assessments in the Algebra One, Geometry, Algebra Two, Biology and US History through the Florida EOC
Student scores in the Palm Beach Writes and the Palm Beach County School District EOC midterm exam scores are evaluated.

Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA)
Classroom observations
Teacher submitted Discipline Referrals

The Alexander W. Dreyfoos School of the Arts integrates Single School Culture by following the Palm Beach County School District BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS. Communication with parents, monitoring School Wide Positive Behavior Support, as well as appreciation of Multicultural Diversity serve this school for violence prevention.

Teachers will be participating in Professional Learning Communities on a weekly basis carefully designed to enable them to work with teachers of similar courses for instructional enhancements.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ronda Johnson	Teacher
Dr. Susan Atherley	Principal
Susan Litwinka	Parent
John Litwinka	Parent
Bobby Munden	Parent
Patrick Marshall	Teacher
Stephanie Stoloff	Parent
Rachelle Lowen	Teacher
Tricia Hallison-Mischler	Parent
Tula Hudson-Miller	Parent
Marian Hardwick	Parent
Sandra Gibson	Parent
Ada Harris	Parent
Cookie Davis	Teacher
Marty Romeo	Business/Community
Tracey Freedland	Parent
Jack Yan	Student
Marco Estrella	Student
Kris Lidinsky	Business/Community
Naomi Wagner	Education Support Employee
Penny Payne	Parent
Susan Rabonowitz	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the 2015-2016 school year, the School Improvement Plan was on the School Advisory Council agenda for numerous SAC meetings. Relevant matters such as instructional goals and strategies to meet the 2015-2016 School Improvement Plan goals were discussed throughout the year. Recommendations made by the SAC stakeholders during the monthly meetings were evaluated for their potential impact by the School Advisory Council with implementation of some of these recommendations. This implementation of the School Improvement Plan was facilitated by the school's leadership team.

b. Development of this school improvement plan

During the 2016-2017 school year, the SAC will participate in the development process of the School Improvement Plan and give approval upon its completion.

c. Preparation of the school's annual budget and plan

The spending of all School Improvement funds are brought to the SAC for discussion, evaluation, and approval by a vote before the funds are utilized. The SAC studies the proposal(s) and the proposal's relationship to the School Improvement Plan.

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

During the 2015-2016 school year, the SAC approved funds for the school principal, Dr. Atherley, to attend professional development training. The knowledge and skills obtained in this training were instrumental in Dr. Atherley's efforts to guide her teachers in the adoption of more rigorous instructional strategies. In addition, the SAC allocated approximately \$3,500.00 for Advanced Placement course tutoring with a goal of providing our students an increased time on task for these courses.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Atherley, Susan	Principal
Ferrera, Corey	Assistant Principal
Smith, Ronda	Teacher, K-12
Ehrlich, Richard	Teacher, K-12
Perez, Kristen	Teacher, K-12
West, Thomas	Teacher, K-12
Anyzeski, Angela	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives are as follows:

1. Increase the performance of the Lowest 25% in ELA (English/Language Assessment)
2. Increase college readiness for all students
3. Maintain graduation rate (at or near, 100%)
4. Monitor the needs of students and teachers for additional literacy materials
5. Increase students' performance in writing assessments

D. Public and Collaborative Teaching

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

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

The faculty of the Alexander W. Dreyfoos School of the Arts will be involved in Professional Learning Community (PLC) project throughout the 2016-2017 school year. This project will involve all instructional staff and administrative team members. The PLC has a focus of teaching strategies that increase rigor in daily instruction. The teachers will focus on the standards of their courses and work together as a team to identify best practices in instruction. In addition, the focus on collaborative planning among teachers of similar subjects is to enhance rigor and student engagement.

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

The Alexander W. Dreyfoos School of the Arts utilizes the following strategies to retain highly qualified, certified, effective teachers: bimonthly professional development meetings, partnering new teachers with veteran teachers, first year teachers participation in the Educator Support Program (ESP). The administration uses referrals from school district leaders to recruit highly qualified new educators.

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

All first year teachers are participating in the Educator Support Program (ESP). These teachers bring no previous public school experience to the Dreyfoos School of the Arts. This program requires each teacher to have a mentor from our staff. The mentors are selected on the basis of similar subject area, skills in working with new teachers and willingness to assist the new teachers. The new teacher completes specific activities, including the Florida Accomplished Educator Practices (FEAPs), under the guidance of the mentor and approval of the ESP Coordinator, Leo Barrett.

Each of our academic and art departments works cooperatively to maintain the highest quality of instruction. The more experienced teachers provide advice and expertise to the newer teaching staff.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Alexander W. Dreyfoos School of the Arts teachers use multiple strategies to make sure the core instructional programs and materials are aligned to Florida standards. Teachers utilize Blender which provides lesson plans with specific instructional activities that are aligned by Palm Beach County School District curriculum specialists. Our instructional teachers attended course content specific workshops during pre-school in August 2016. Many of the academic subjects have received or will receive new textbooks that are specifically aligned to the Florida standards.

Administrators conduct classroom observations of varying lengths to observe the teachers instructional practices and to ensure that the content is aligned to Florida standards as well as instructional engagement for all students. Pre and post conferences are held between the teacher and the administrator for all formal observations. Course content, standards and benchmarks are discussed during these conferences.

b. Instructional Strategies

1. 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.

At the beginning of each school year, the teachers are given a full set of data that pertains to their specific students, for all tested areas. Teacher's are also given data as it pertains to the Lowest 25% for the entire school. Alexander W. Dreyfoos School of the Arts believes in a whole school approach for assisting students that fall in the Low 25%. Furthermore, Alexander W.Dreyfoos School of the Arts utilizes the district created RtI/MTSS process, use of tutorials, Intensive Reading and collaborative/ small group instruction.

Additional techniques used by our teachers to modify instruction to assist students having difficulty are as follows:

- * The Reading Plus Program
- * Use of manipulatives to teach math concepts
- * Analyzing student data and comparing to the depth of required standards
- * Balanced Literacy Approach; whole group, small group instruction, one on one instruction
- * Common Assessments in which students are exposed to FSA type questions
- * Teachers provide tutoring or individualized instruction as needed during lunch time or other non instructional times.
- * NHS tutoring

2. 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: 0

Most of the Advanced Placement teachers hold tutoring sessions for their respective AP classes during after school hours or on weekends. During the school day, a number of our teachers have tutoring sessions during lunch time to enrich their students understanding of the course content. This is especially critical for courses that have an End of Course exam.

Strategy Rationale

Not all students reach full understanding of the course content in the regular time frame. The tutoring sessions are designed to provide additional time on task for those students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Barrett, Leo, leo.barrett@palmbeachschools.org

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

The Florida Assessments, End of Course Exams and Advanced Placement Score Summary for the 2016-2017 school year will be used to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

"New Student Orientation" for incoming new students is the first effort to support the new students prior to the first day of school. A graduation credit check program has been implemented for students in every grade level. The Guidance department was reorganized to provide a dedicated ninth grade counselor. Grade level assemblies are tailored for each graduation cohort. Access to information about post-secondary education is provided through the College Fair, college visits, the Florida College Tour, arts college tours and group auditions. Students' unique academic needs are addressed by scheduling Level 1 and 2 students into the appropriate courses for skill remediation. Advance Placement courses in both arts and academics prepare students for the rigor of college classes. In addition, AICE courses were initiated at the underclass level to start students on the college readiness pathway.

b. College and Career Readiness

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

Each student meets with his/her Guidance Counselor each year to discuss post high school goals and course

scheduling at DSOA. The counselors make recommendations for each student's course schedule which

includes their career goals and academic future. The school offers students elective courses in the arts. Some examples are Acting, Stagecraft, Creative Writing, Film, Ballet, Dance Repertory, Photography, Painting, Music Theory, Orchestra and Band. Every year, after standardized testing, students and parents participate in a course selection process that exposes them to next year's curriculum to facilitate their course selection.

After the course selection process, parents review course selections at home with the students and sign their

approval. Then students meet one-on-one with a counselor to finalize what classes will be taken.

Parents are

encouraged to call the guidance counselor if they have any questions. Most critically, the guidance counselors carefully review the student's scholastic history to make sure they have the necessary requirements to graduate with their cohort group. Faculty relationships with post-secondary institutions, facilitation of interviews, letters of recommendations, and counseling all play an important role in our student advancement in their post-secondary careers.

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

All electives at the Dreyfoos School of the Arts are in the following art area: Communication Arts, Dance, Digital Media, Music, Theatre and Visual Arts. Many of these courses focus on skills which could be used in the workplace or to gain entrance to college level art programs and conservatories. Industry Certification for the Adobe Creative Cloud can be obtained in the Communication Arts and Digital Media programs. When students graduate from Communication Arts and Digital Media there is a possibility for them to be certified in Photoshop, Premier Pro, Illustrator and InDesign. A daily focus of the school is appropriate courses for skill remediation. for teachers and students to ask each other, "Why are we learning this?"

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

STEM teachers collaborates with local research institutions to enable the integration of career and technical education. Master Teachers, who are experts in the field, mentor students in their particular arts discipline. The school's policy requires all students to be enrolled in at least two arts classes per year focusing on professional and career development. Academic teachers incorporate the arts and real world experiences in their academic instruction to increase the school's effort to integrate career and technical education. Career Prep Courses are offered to students in the dance and theater programs.

4. 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.

Due to a generous donation from a community member SAT prep courses have been provided for students unable to afford them outside of the school. The SAT, ACT and PSAT Boot Camp programs are done during the summer and on Saturdays during the school year. Individual review sessions for AP, AICE and EOC exams are established in the second semester to help students prepare for these high stakes tests. One-on-one conferences between guidance counselors and grade level students in the Spring of each year establish course selection sheets for the upcoming school year. Utilizing PERT (Post-secondary Education Readiness Test), courses in math and English are offered for students demonstrating a weakness in that academic discipline.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students then we will foster post graduate success.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students then we will foster post graduate success. 1a

G083623

Targets Supported 1b

Indicator	Annual Target
AICE Exam Passing Rate	90.0
AICE Exam Passing Rate	80.0
AP Exam Passing Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Students do not feel confident in their abilities to succeed in a more rigorous course.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Budget available to support teacher training on rigorous coursework, such as AICE and AP courses
- Budget available for Instructional materials that support the instruction of the rigorous courses
- Budget available to permit teachers to tutor their students beyond the regular school day
- Budget available to facilitate teacher participation in relevant professional development

Plan to Monitor Progress Toward G1. 8

Data provided by iobservation, lesson plans developed in PLCs and documentation of collaborative planning time

Person Responsible

Susan Atherley

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Data provided by iobservation, lesson plans developed in PLCs and collaborative planning time

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. If we provide effective and relevant instruction to meet the needs of all students then we will foster post graduate success. **1**

 G083623

G1.B2 Students do not feel confident in their abilities to succeed in a more rigorous course. **2**

 B221950

G1.B2.S1 We will implement a school based program to introduce our students to new college level courses and enable our students to gain confidence in their level of college readiness. **4**

 S234195

Strategy Rationale

By being selected for the AICE (Advanced International Certificate of Education) these students are receiving greater exposure to rigorous course work and foster postgraduate success.

Action Step 1 **5**

Implement AICE courses in 9th grade English and 10th grade Social Studies during the 2016-2017 school year

Person Responsible

Susan Atherley

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Evidence will be the enrollment numbers of the new AICE courses implemented this school year

Action Step 2 **5**

Provide after-school and weekend Advanced Placement and AICE courses tutoring sessions

Person Responsible

Leo Barrett

Schedule

Weekly, from 3/1/2017 to 5/15/2017

Evidence of Completion

Hardcopy of the tutoring master schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observe student enrollment numbers of the AICE courses on a regular basis

Person Responsible

Susan Atherley

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discuss the overall enrollment numbers for these AICE courses during Leadership Team meetings on a regular basis.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor teacher effectiveness through frequent iobservation data and student progress monitoring

Person Responsible

Susan Atherley






Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Data provided by iobservation, lesson plans developed in PLCs and collaborative planning time

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A2  A301044	Provide after-school and weekend Advanced Placement and AICE courses tutoring sessions	Barrett, Leo	3/1/2017	Hardcopy of the tutoring master schedule	5/15/2017 weekly
G1.MA1  M305554	Data provided by iobservation, lesson plans developed in PLCs and documentation of collaborative...	Atherley, Susan	8/15/2016	Data provided by iobservation, lesson plans developed in PLCs and collaborative planning time	6/1/2017 monthly
G1.B2.S1.MA1  M305552	Monitor teacher effectiveness through frequent iobservation data and student progress monitoring	Atherley, Susan	8/15/2016	Data provided by iobservation, lesson plans developed in PLCs and collaborative planning time	6/1/2017 quarterly
G1.B2.S1.A1  A301043	Implement AICE courses in 9th grade English and 10th grade Social Studies during the 2016-2017...	Atherley, Susan	8/15/2016	Evidence will be the enrollment numbers of the new AICE courses implemented this school year	6/1/2017 daily
G1.B2.S1.MA1  M305553	Observe student enrollment numbers of the AICE courses on a regular basis	Atherley, Susan	8/15/2016	Discuss the overall enrollment numbers for these AICE courses during Leadership Team meetings on a regular basis.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students then we will foster post graduate success.

G1.B2 Students do not feel confident in their abilities to succeed in a more rigorous course.

G1.B2.S1 We will implement a school based program to introduce our students to new college level courses and enable our students to gain confidence in their level of college readiness.

PD Opportunity 1

Implement AICE courses in 9th grade English and 10th grade Social Studies during the 2016-2017 school year

Facilitator

Corey Ferrera, A. P./ Cambridge International

Participants

AICE Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

PD Opportunity 2

Provide after-school and weekend Advanced Placement and AICE courses tutoring sessions

Facilitator

College Board AP trainers

Participants

Interested Advanced Placement teachers

Schedule

Weekly, from 3/1/2017 to 5/15/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Implement AICE courses in 9th grade English and 10th grade Social Studies during the 2016-2017 school year				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$5,000.00
2	G1.B2.S1.A2	Provide after-school and weekend Advanced Placement and AICE courses tutoring sessions				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$3,500.00
Total:						\$8,500.00