Alexander W Dreyfoos Junior School Of The Arts

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Alexander W. Dreyfoos School of the Arts is committed to providing a world-class arts and academic education with excellence and equity to empower each student to reach their highest potential. We are committed to allow our students to find their own identity, while remaining part of a diverse community. We are also committed to attracting and retaining a highly qualified and professional staff who work each day to foster the knowledge, innovation, creativity, and ethical behavior within our students that will be required for responsible citizenship and a productive career.

Provide the school's vision statement.

The Alexander W. Dreyfoos School of the Arts envisions the development of a dynamic, diverse, collaborative, and multicultural community of citizens where lifelong learning in the arts and the academics are valued and supported. Our students will contribute to and enrich their communities, using their strong foundations in the arts and the academics, in order to succeed as global citizens and to meet the challenges and complexities of the 21st century.

School Leadership Team

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
Finney, Teneisha	Assistant Principal
Lewis, Ron	Dean
Marshall, Patrick	Teacher, K-12

Duties

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

Each school administrator supervises a portion of the student population for attendance, discipline and progress in their academics and arts. Each administrator also supervises a group of faculty members which includes those teachers observations and evaluations. The administrators use data from all available sources, such as SIS, EDW, Performance Matters, state-wide academic assessments, Advanced Placement test results and AICE testing results 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 Palm Beach Focus Model teacher observation 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 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.

Early Warning Systems

Year 2017-18

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	5	11	10	12	38
One or more suspensions	0	0	0	0	0	0	0	0	0	5	4	5	6	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	24	14	13	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	9	0	1	21

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	2	8	2	3	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	6	5	8	8	27
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	6	5	8	8	27

Date this data was collected
Friday 8/3/2018

Year 2016-17 - As Reported

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	9	11	14	18	52
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	8	4	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	16	22	13	65
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	18	37	6	72

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	4	5	12	6	27

Year 2016-17 - Updated

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	9	11	14	18	52
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	8	4	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	16	22	13	65
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	18	37	6	72

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	4	5	12	6	27

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Both overall student population, as well as the lowest ELA 25% decreased in ELA Learning gains for school year 2017-2018. According to the data, this is a trend that we should research more carefully and implement strategies to increase gains.

Which data component showed the greatest decline from prior year?

Both overall student population and ELA Lowest 25% were the data components that showed the greatest decline from the prior year. During the 2017-2018 school year ELA Lowest 25% saw a 64% learning gain. Learning Gains for the Lowest 25% during the 2016-2017 school was 73%. This was a decline of 9%. The overall student population also showed a decrease according to data with a 73% learning gain in 2016-2017 down to 68% learning gain in 2017-2018. This is a 5% decrease.

Which data component had the biggest gap when compared to the state average?

According to data our students scored higher than the state average in all areas. The biggest gap was in ELA achievement where our proficiency rate was at 93% and the state was at 56%.

Which data component showed the most improvement? Is this a trend?

The most improved component was Math Lowest 25% Percent. This group was at 48% in 2016-2017 and showed an increase of 16% in 2017-2018 with 64% proficiency. Data on this component has not demonstrated consistency of the past few years. This is not considered a trend at this time.

Describe the actions or changes that led to the improvement in this area.

Recent changes that had significant impact on this data component are as follows: The faculty wide focus on Professional Learning Communities (PLC) during the 2017-2018 school year was instrumental in this success. The use of common planning for like subjects specifically in Math courses facilitated the sharing of instructional practices that reached students who typically struggle with making learning gains. It also these instructional teams to collaborate and create common assessments.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	93%	57%	56%	94%	56%	52%
ELA Learning Gains	68%	53%	53%	74%	51%	46%
ELA Lowest 25th Percentile	64%	46%	44%	70%	42%	38%
Math Achievement	88%	54%	51%	77%	45%	43%
Math Learning Gains	57%	47%	48%	52%	40%	39%
Math Lowest 25th Percentile	64%	43%	45%	46%	37%	38%
Science Achievement	97%	72%	67%	96%	70%	65%
Social Studies Achievement	97%	73%	71%	91%	70%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	5 (9)	11 (11)	10 (14)	12 (18)	38 (52)
One or more suspensions	5 (3)	4 (2)	5 (8)	6 (4)	20 (17)
Course failure in ELA or Math	11 (14)	24 (16)	14 (22)	13 (13)	62 (65)
Level 1 on statewide assessment	11 (11)	9 (18)	0 (37)	1 (6)	21 (72)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	94%	56%	38%	53%	41%
	2017	94%	54%	40%	52%	42%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	93%	55%	38%	53%	40%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	95%	51%	44%	50%	45%
Same Grade Comparison	-2%					
Cohort Comparison	-1%					

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	67%	30%	65%	32%
2017	97%	66%	31%	63%	34%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	68%	29%	68%	29%
2017	95%	68%	27%	67%	28%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	62%	23%	62%	23%
2017	83%	59%	24%	60%	23%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	57%	32%	56%	33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	89%	55%	34%	53%	36%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	44	46	50	47	50		76			
ASN	100	76		100	67		100	100		100	95
BLK	85	58	64	73	54	57	84	92		100	58
HSP	91	66	51	92	56	80	99	99		98	88
MUL	98	80		94	53		100	100		100	75
WHT	94	68	69	88	57	59	97	97		99	90
FRL	89	63	58	87	56	65	94	96		100	72
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	52	43	41	34	18	13		82			
ASN	100	86		97	65		100	87		100	100
BLK	84	65	67	62	53	41	96	88		100	61
HSP	93	69	66	80	56	53	95	95		100	83
MUL	100	78	91	93	60		100	95		100	64
WHT	95	73	75	82	56	49	97	97		100	87
FRL	88	71	72	69	52	46	97	90		100	79

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Fostering Post Graduate Success
Rationale	Ensuring and facilitating post graduate success will enable students to become productive and successful members of a global society.
Intended Outcome	1) 100% graduation rate. 2) Increased participation and successful completion in accelerated courses (AICE, AP, Dual Enrollment). 3) Increase matriculation of under represented student population to post secondary institutions.
Point Person	Leo Barrett (leo.barrett@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. 1) Effectively and strategically tracking students. Providing ongoing academic, social/emotional and career readiness support. (Guidance Dept. - Olga Middleton, Dept. Chair) 2) Identification of students who are not enrolled in accelerated coursework and ensure proper placement. (Corey Ferrera, Assistant Principal) 3) Provide academic support for all students; EOC, FSA, accelerated courses. (Leo Barrett, Assistant Principal) 4) Provide more opportunities for post-secondary college and career readiness through community partnerships and grants (college fair, college counseling, test prep readiness). (Guidance Dept. - Olga Middleton, Dept. Chair)
Person Responsible	Leo Barrett (leo.barrett@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	1) Utilize district and school resources to analyze student data (Naviance, Unify, Performance Matters, SIS, Collegeboard, Cambridge) 2) Tracking graduation cohorts by school counselors and other stakeholders. 3) Formative and summative test data. 4) Monitor participation and student/parent feedback.
Person Responsible	Corey Ferrera (corey.ferrera@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. These programs are designed to inform parents about school courses, activities and the logistics for a successful
high school experience for their student. 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.

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

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 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 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.

The student mentoring program is integral in the success of out students. 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 administration and for assistance when needed. Frequently our academic teachers serve as mentors for some of their students as well. We have an extensive club program which provides an outlet for our student in non academic activities. The social element of our club program is also beneficial in our students' social - emotional needs.

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.

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, 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 and AICE courses in both arts and academics prepare students for the rigor of college classes.

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 2018 - 2019 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, 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:

SIS Student 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 and Performance Matters management databases for academics and behavior
Curriculum Assessments in the Algebra One, Geometry, 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 School District BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS. Communication with parents, monitoring School-Wide Positive Behavior Support, as well as the appreciation of Multicultural Diversity serve this school for violence prevention. At Dreyfoos, we believe all students can learn and have a right to an equitable access to a rigorous education with personalized support either for remediation and/or enrichment.

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.

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.

Part V: Budget

Total:	$15,200.00