



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alexander W Dreyfoos Junior School Of The Arts

501 S SAPODILLA AVE

West Palm Beach, FL 33401

561-802-6000

www.awdsoa.org

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 25%
Alternative/ESE Center No	Charter School No	Minority Rate 41%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	25
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	31

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Alexander W Dreyfoos Jr School

Principal

Dr. Susan Atherley

School Advisory Council chair

Ronda Johnson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Leo Barrett	Assistant Principal
George Miller	Assistant Principal
Corey Ferrera	Assistant Principal
Daniel Stafford	Assistant Principal
Georgia Embick	Guidance Coordinator
Patrick Marshall	Magnet Coordinator

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership is consistent with state mandates. The majority of the members are not employed by the school district. The SAC is composed of the principal, teachers, education support employees, parents, business partners, community members and students.

Involvement of the SAC in the development of the SIP

During the 2013-2014 school year the SAC will participate in the construction process of the School Improvement Plan and give approval upon its completion.

Activities of the SAC for the upcoming school year

During the 2013-2014 school year the SAC will evaluate the school mission statement, the school beliefs and the bylaws. The SAC will also participate in the construction process of the School Improvement Plan and give approval upon its completion. The SAC will review requests for school improvement funds and approve or deny these requests. The individual SAC members will serve as the communication link between the SAC and the stakeholder groups. SAC members participate on important school issues and participate on subcommittee to find solutions when needed.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds are as follows:

1. Facilitate the after-school tutoring program for Advanced Placement classes - \$2000
2. Provide funding for individualized teacher training/inservice - \$2,500
3. Facilitate after-school tutoring program for FCAT and EOC courses - \$2,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Susan Atherley		
Principal	Years as Administrator: 16	Years at Current School: 2
Credentials	Principal Certification B.S. Biology (Florida Southern) M.S. Guidance and Counseling (Barry) Ed.S. Ed Leadership (Nova Southeastern) Ed.D. Ed Leadership (Nova)	
Performance Record	Principal at A. W. Dreyfoos School of the Arts 2012-2013 Grade Pending Reading Mastery 94%, Math Mastery 95%, Writing Mastery 98%, Making Learning Gains in Reading 84 %, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 89% Principal at A. W. Dreyfoos School of the Arts 2011-2012 Grade Pending Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%, Making Learning Gains in Reading 79%, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 43% Principal at Spanish River H.S. 2010-11 Grade- B Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP. Principal at Spanish River H.S. 2009-10 Grade- A Reading Mastery 72%; Math Mastery 94%; Writing Mastery 93%; Science Mastery 78%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups 2007-2008 Grade A; Reading Mastery 69%; Math Mastery 90%; Science Mastery 69%; Achieved AYP in all subgroups for both Reading and Math. Principal at Osceola Creek Middle School 2006-2007 Grade A; Reading Mastery 68%; Math Mastery 67%; Achieved AYP in all subgroups for Reading; Did not achieve	

Daniel Stafford

Asst Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

BS- Industrial Arts with a minor in Math, Eastern Kentucky University; MA- Educational Leadership, Nova Southeastern University
 Certification - Educational Leadership, Mathematics 6-12, and Industrial Arts Technology 6-12

Performance Record

2012-2013: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending.
 Assistant Principal of JCHS in 2000-2013.
 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending.
 2010-2011: School Grade: B, Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics.
 2009-2010: School Grade: Pending, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics.
 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics.
 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics.
 2006-2007: School Grade: B, Met AYP: No,

Criteria Met: 97%. Reading Mastery: 56%,
 Mathematics Mastery: 84%. SWD did not
 make AYP in reading. All subgroups made
 AYP in mathematics. 2005-2006: School
 Grade: A, Met AYP: Provisional, Criteria
 Met: 92%. Reading Mastery: 54%,
 Mathematics Mastery: 83%. ED and SWD
 did not make AYP in reading. SWD did not
 make AYP in mathematics. 2004-2005:
 School Grade: A, Met AYP: Provisional,
 Criteria Met: 93%. Reading Mastery: 51%,
 Mathematics Mastery: 83%. ED and SWD
 did not make AYP in reading. All subgroups

Corey Ferrera

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Florida Atlantic University: BA in Political Science, Social Science
 & Holocaust and Judaic Studies
 Nova Southeastern University: MS Educational Leadership

Performance Record

Ms. Ferrera is in her first year of serving as an assistant principal

George Miller

Asst Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

K-12 Educational Leadership Certification (FAU)
 M.S., Guidance and Psychology (So. Miss)
 B.A., English, Theater and Speech (So. FL)

Performance Record

Assistant Principal at A. W. Dreyfoos School of the Arts
 2012-2013
 Grade A
 Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 98%,
 Making Learning Gains in Reading 79%, Making Learning Gains
 in Math 73%, Lowest 25% Making Learning Gains in Reading
 93%, Lowest 25% Making Learning Gains in Math 83%
 Assistant Principal at A. W. Dreyfoos School of the Arts
 2011-2012
 Grade A
 Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%,
 Making Learning Gains in Reading 79%, Making Learning Gains
 in Math 73%, Lowest 25% Making Learning Gains in Reading
 93%, Lowest 25% Making Learning Gains in Math 43%
 Assistant Principal in 2010-11
 2010-11 Grade A
 Reading Mastery: 89%,Math Mastery: 96%
 Science Mastery: 82% AYP Criterion Met: 100 %
 Assistant Principal in 2009-10
 2009-10 Grade A
 Reading Mastery:85%, Math Mastery: 96%
 Science Mastery: 83%, AYP Criterion Met: 97%
 2008-09 Grade A
 Reading Mastery:87%, Math Mastery:97%
 Science Mastery:82%, AYP Criterion Met:100%
 2007-08 Grade A, Reading Mastery:86%
 Math Mastery:97%, Science Mastery:78%
 AYP Criterion Met:100%
 2006-07 Grade A
 Reading Mastery:83%, Math Mastery:95%
 AYP Criterion Met:100%

Leo Barrett

Asst Principal

Years as Administrator: 16

Years at Current School: 16

Credentials

Principal Certification Educational Leadership Certification (FAU)
 M.Ed., Exceptional Student Education (Temple)
 B.S., Health & Physical Education (Lock Haven)

Performance Record

Assistant Principal at A. W. Dreyfoos School of the Arts
 2012-2013
 Grade Pending
 Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 98%,
 Making Learning Gains in Reading 79%, Making Learning Gains
 in Math 73%, Lowest 25% Making Learning Gains in Reading
 93%, Lowest 25% Making Learning Gains in Math 83%
 Assistant Principal at A. W. Dreyfoos School of the Arts
 2011-2012
 Grade A
 Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%,
 Making Learning Gains in Reading 79%, Making Learning Gains
 in Math 73%, Lowest 25% Making Learning Gains in Reading
 93%, Lowest 25% Making Learning Gains in Math 43%
 Assistant Principal in 2010-11
 2010-11 Grade: A
 Reading Mastery: 89% Math Mastery: 96%
 Science Mastery: 82% AYP Criterion Met: 100%
 Assistant Principal in 2009-10
 2009-10 Grade: A
 Reading Mastery: 85%, Math Mastery: 96%,
 Science Mastery: 83%, AYP Criterion Met: 97%
 2008-09 Grade A
 Reading Mastery:87%, Math Mastery:97%
 Science Mastery:82%, AYP Criterion Met:100%
 2007-08 Grade A
 Reading Mastery:86%, Math Mastery:97%
 Science Mastery:78% , AYP Criterion Met:100%
 2006-07 Grade A Reading Mastery:83%, Math Mastery:95%
 AYP Criterion Met:100%

Classroom Teachers

of classroom teachers

76

receiving effective rating or higher

76, 100%

Highly Qualified Teachers

100%

certified in-field

76, 100%

ESOL endorsed

14, 18%

reading endorsed

2, 3%

with advanced degrees

32, 42%

National Board Certified

7, 9%

first-year teachers

3, 4%

with 1-5 years of experience

24, 32%

with 6-14 years of experience

30, 39%

with 15 or more years of experience

23, 30%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Dreyfoos School of the Arts utilizes the following strategies to retain highly qualified, certified -in-field, effective teachers: bimonthly professional development meetings, partnering new teachers with veteran teachers, rookie teachers participate in the Educator Support Program (ESP). The administration uses referrals from current teachers to recruit highly qualified new educators.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All first year teachers at Dreyfoos School of the Arts are participating in the Educator Support Program (ESP). This program requires each teacher to have a mentor from our staff. The mentors are selected on the basis of similar subject area, skills with working with a new teacher and have been trained as a Clinical Education certified teacher. The new teacher completes specific activities including 5 Florida Accomplished Educator Practices (FEAPs) under the guidance of the mentor.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

TERMS Database for daily attendance, current class schedule, suspensions/expulsions, semester grades and historical student data

School Resource Officer referrals and reports

Climate surveys

Referrals to special education programs

Education Data Warehouse management database for academics and behavior Florida Comprehensive Assessment Tests (Reading, Math, Science, Writing) Curriculum Assessments related to instructional materials

District Level Diagnostic Tests (Fall and Winter) Palm Beach Writes

Diagnostic Assessment of Reading (DAR)

Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA)

Classroom observations

Teacher submitted Discipline Referrals

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 uses the data from the above sources to determine the best strategies for students requiring greater attention and interventions. In terms of the SIP 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 walk -throughs of their teachers to observe the core instruction delivered by the teachers.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Leadership by school administration is critical to the successful implementation of MTSS and the SIP and the effective management of change. Skills required by the administrators are as follows: communication, facilitation of a positive, collaborative climate, inclusion of school and community based stakeholders, and a focus on celebrating positive outcomes. The school principal actively monitors the administrators activities in regard to MTSS and uses data to determine the success of these activities.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Sources of data are as follows:

TERMS Database for daily attendance, current class schedule, suspensions/expulsions, semester grades and historical student data

School Resource Officer referrals and reports

Climate surveys

Referrals to special education programs

Education Data Warehouse management database for academics and behavior Florida Comprehensive Assessment Tests (Reading, Math, Science, Writing) Curriculum Assessments related to instructional materials

District Level Diagnostic Tests (Fall and Winter) Palm Beach Writes

Diagnostic Assessment of Reading (DAR)

Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA)

Classroom observations

Teacher submitted Disciple Referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

A systematic approach to professional development for the school staff is critical to the success of the MTSS program. The staff development would be focused on the needs of the staff as a result of their input. MTSS would be discussed at parent workshops or meeting such as SAC as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

AP teachers will hold tutoring sessions for their respective AP classes after school hours or on weekends.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The Advanced Placement Score Summary for the 2013-2014 school year will be used to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The assistant principal who coordinates Advanced Placement activities is responsible for this strategies.

Strategy: Extended Day for All Students

Minutes added to school year:

Art area teachers work with their students on their art requirements and extracurricular activities on the week-ends and after-school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on the awards, accomplishments and scholarships earned by our students in their art discipline.

Who is responsible for monitoring implementation of this strategy?

Magnet Coordinator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Corey Ferrara	Assistant Principal
Richard Ehrlich	English Dean
Kristen Perez	Biology Teacher
Ronda Johnson	Professional Development Coordinator
Thomas West	Social Studies Dean
Marilyn Pedek	Chemistry Teacher
Ed Hornyak	Technology Coordinator

How the school-based LLT functions

The LLT will meet in the fall 2012 to update and revise the school literacy vision and create a plan that is clear and encourages literacy in the arts and academic classrooms. The team will have monthly meetings thorough out the year to monitor the implementation of the plan, and to build in time and opportunities for professional development for the stakeholders, if needed. The LLT will simultaneously be supporting learning and teaching for the school community-students, teachers, and educational leaders.

Major initiatives of the LLT

The major initiatives are as follows:

1. Increase the performance of the Lowest 25% in FCAT Reading
2. Increase the performance of students in the Economically Disadvantaged subgroup in FCAT Reading

3. Increase college readiness for all students
 4. maintain graduation rate (at or near 100%)
- Public

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Periodic lesson plan reviews, classroom walk-throughs and informal and formal teacher observations will provide the necessary information to ensure that teaching reading strategies is the responsibility of each and every teacher.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Each student will meet with his/her Guidance Counselor during the 2013-2014 school year to discuss post high school goals and course scheduling at DSOA. The counselors make recommendations for each student's course schedule which include applied and/or integrated courses relevant to their future. 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. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and instructional activities

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 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 FCAT testing, students and parents participate in a course selection process that exposes them to next year's curriculum to inform 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 students scholastic history to make sure they have the necessary requirements to graduate with their cohort group.

Strategies for improving student readiness for the public postsecondary level

Students demonstrating a need for improvement based on CPT scores are assigned to a college readiness course in English and/or math.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	94%	95%	Yes	95%
American Indian				
Asian	98%	97%	Yes	98%
Black/African American	83%	85%	Yes	84%
Hispanic	94%	92%	No	95%
White	97%	98%	Yes	97%
English language learners				
Students with disabilities	78%	80%	Yes	81%
Economically disadvantaged	83%	88%	Yes	85%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	15%	16%
Students scoring at or above Achievement Level 4	262	79%	80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	550	84%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	43	99%	99%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	288	90%	91%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	324	98%	99%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	91%	Yes	82%
American Indian				
Asian				
Black/African American	73%	84%	Yes	75%
Hispanic	84%	86%	Yes	86%
White	82%	94%	Yes	84%
English language learners				
Students with disabilities				
Economically disadvantaged	76%	90%	Yes	78%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	290	89%	90%
Students in lowest 25% making learning gains (EOC)	26	89%	90%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	281	88%	89%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	41%	42%
Students scoring at or above Achievement Level 4	105	51%	52%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	29%	30%
Students scoring at or above Achievement Level 4	98	64%	65%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	28%	29%
Students scoring at or above Achievement Level 4	275	67%	68%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	91	1%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	162	12%	13%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		93%	94%
Students taking one or more advanced placement exams for STEM-related courses	13	1%	2%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	2%	1%
Students in ninth grade with one or more absences within the first 20 days	5	2%	1%
Students in ninth grade who fail two or more courses in any subject	16	5%	4%
Students with grade point average less than 2.0	7	1%	0%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	11	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	1%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	315	99%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	7	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	294	99%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The Dreyfoos School of the Arts utilizes many methods and activities to facilitate parent involvement in many levels. The art departments hold art parent meetings on a monthly basis. The SAC 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/ 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 important topics. Also each art area provides performances or exhibitions for parents to attend to see the artistic talents of the DSOA students.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in the Dreyfoos "Coffee Talks during the 2013 - 2014 school year.	175	13%	15%

Area 10: Additional Targets

Additional targets for the school

1. During the 2013 - 2014 school year the Dreyfoos students will participate in 1,950 or more Advanced Placement tests. The passing rate for these tests will be 70 % or greater.
2. Continue the mission of this school to prepare students for artistic opportunities beyond high school graduation.
3. The Dreyfoos School of the Arts will infuse the content required by Florida Statute 1000.42(2) and S. B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
 - * History of the Holocaust
 - * History of Africans and African Americans
 - * Hispanic Contributions
 - * Women's Contributions
 - * Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase DSOA students passing rate on AP tests	729	70%	71%
Increase students' scholarship opportunities to art colleges, university programs in the arts and conservatories. This also includes scholarships from arts-based organizations.	77	23%	25%
Increase the number of students engaged in subject matter related to content proscribed in S. B. Policy 2.09 (8)(b) as applicable to content area.	670	51%	100%

Goals Summary

- G1.** Increase the percentage of students demonstrating Reading Gains for FCAT Reading to 85 % during the 2013-2014 school year.
- G2.** Increase AP passing rate to 71% of all tests passed with a 3 or greater.

Goals Detail

G1. Increase the percentage of students demonstrating Reading Gains for FCAT Reading to 85 % during the 2013-2014 school year.

Targets Supported

Resources Available to Support the Goal

- Certified teachers in English and or Reading
- District provided instructional materials
- Learning Village curriculum
- An extra class for 9th grade students in their art area which utilizes reading strategies
- Media Center staff are supportive of the teachers working on this goal.

Targeted Barriers to Achieving the Goal

- Students lack metacognitive and /or active reading strategies.

Plan to Monitor Progress Toward the Goal

Review diagnostic data throughout the year

Person or Persons Responsible

School administrators and teachers

Target Dates or Schedule:

On an ongoing basis

Evidence of Completion:

EDW charts maintained by teachers and administrators

G2. Increase AP passing rate to 71% of all tests passed with a 3 or greater.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- School district provided instructional materials

Targeted Barriers to Achieving the Goal

- Students are unfamiliar with the advanced placement format for each specific subject

Plan to Monitor Progress Toward the Goal

Advanced Placement Scores

Person or Persons Responsible

Advanced Placement Coordinator

Target Dates or Schedule:

July 2014 when results are available from AP

Evidence of Completion:

AP test results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of students demonstrating Reading Gains for FCAT Reading to 85 % during the 2013-2014 school year.

G1.B1 Students lack metacognitive and /or active reading strategies.

G1.B1.S1 Teachers will emphasize higher order thinking skills and explicitly teach and monitor metacognitive / active reading skills during daily instruction.

Action Step 1

Professional development activities during the Learning Team Meetings concerning Common Core instructional strategies pertaining to reading in the content area.

Person or Persons Responsible

PDD Team

Target Dates or Schedule

During LTM meetings

Evidence of Completion

LTM agenda

Action Step 2

Incorporating higher order thinking skills, metacognitive reading skills and Common Core strategies in daily lessons

Person or Persons Responsible

9th and 10th grade English and Reading teachers on a regular basis and other subject teachers on an intermittent basis.

Target Dates or Schedule

Throughout the 2013-2014 school year from August 19th through June 5, 2014

Evidence of Completion

Review of lesson plans and classroom walkthroughs

Facilitator:

Ronda Johnson

Participants:

All teaching staff

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

Conduct classroom walkthroughs and review lesson plans

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

On a random basis

Evidence of Completion

Data from Classroom Observations and Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Utilize diagnostic scores throughout the school year and Evaluation of FCAT Reading scores

Person or Persons Responsible

School administrators and teachers

Target Dates or Schedule

On an ongoing basis

Evidence of Completion

Lesson Plans and iobservation data

G2. Increase AP passing rate to 71% of all tests passed with a 3 or greater.

G2.B1 Students are unfamiliar with the advanced placement format for each specific subject

G2.B1.S1 Advanced placement teachers will hold tutoring sessions after-school or on weekends

Action Step 1

Hold tutoring sessions after-school or on weekends

Person or Persons Responsible

Advanced Placement teachers

Target Dates or Schedule

During April 2014

Evidence of Completion

Written documentation of times and dates

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

After-school or weekend tutoring sessions

Person or Persons Responsible

Advanced Placement Coordinator

Target Dates or Schedule

April 2014

Evidence of Completion

Coordinator's file

Plan to Monitor Effectiveness of G2.B1.S1

Advanced Placement Scores

Person or Persons Responsible

Advanced Placement Coordinator

Target Dates or Schedule

July 2014 when results are available from AP

Evidence of Completion

July 2014 when results are available from AP

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and monitoring Schoolwide Positive Behavior Support, as well as Appreciation of Multicultural Diversity serve this school for violence prevention.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the percentage of students demonstrating Reading Gains for FCAT Reading to 85 % during the 2013-2014 school year.

G1.B1 Students lack metacognitive and /or active reading strategies.

G1.B1.S1 Teachers will emphasize higher order thinking skills and explicitly teach and monitor metacognitive / active reading skills during daily instruction.

PD Opportunity 1

Incorporating higher order thinking skills, metacognitive reading skills and Common Core strategies in daily lessons

Facilitator

Ronda Johnson

Participants

All teaching staff

Target Dates or Schedule

Throughout the 2013-2014 school year from August 19th through June 5, 2014

Evidence of Completion

Review of lesson plans and classroom walkthroughs

Appendix 2: Budget to Support School Improvement Goals