

The School District of Palm Beach County

# Alexander W Dreyfoos Junior School Of The Arts



## 2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	18
Budget to Support Goals	21

# Alexander W Dreyfoos Junior School Of The Arts

501 S SAPODILLA AVE, West Palm Beach, FL 33401

<https://dsoa.palmbeachschools.org>

## Demographics

**Principal: Blake Bennett**

Start Date for this Principal: 8/10/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	33%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (85%) 2017-18: A (81%) 2016-17: A (80%) 2015-16: A (78%) 2014-15: A (92%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	18
Budget to Support Goals	21

## 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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
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	Job Duties and Responsibilities
Atherley, Susan	Principal	<p>As principal of the Alexander W. Dreyfoos School of the Arts Dr. Susan Atherley manages or supervises all aspects of the educational program. First and foremost, Dr. Atherley is the instructional leader of this school. Dr. Atherley is responsible for the equitable instruction for all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers and school improvement activities. Dr. Atherley also manages and supervises the business side of this high school. Dr. Atherley is responsible for all budgetary decisions and contracts. Additional responsibilities for Dr. Atherley are listed below:</p> <ul style="list-style-type: none"> <li>• Assistant Principal supervision</li> <li>• Deliberate practice for all instructional staff</li> <li>• Discipline referral monitor</li> <li>• Employee Building Council</li> <li>• Marzano framework activities</li> <li>• School Advisory Council</li> <li>• School Safety</li> <li>• School/ Community Facilitation</li> <li>• School of the Arts Foundation</li> <li>• Supervision of Artist-In-Residence &amp; Guest Artist Program</li> </ul>
Barrett, Leo	Assistant Principal	<p>As assistant principal at the Dreyfoos School of the Arts Mr. Leo Barrett manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• School accreditation</li> <li>• Advanced Placement ledger</li> <li>* Campus Supervision</li> <li>• Crisis Plan and emergency drills</li> <li>• Facility needs such as repairs and safety issues</li> <li>• Student lockers</li> <li>• Graduation</li> <li>* Safety Committee</li> <li>• School Advisory Council</li> <li>• School Improvement Plan</li> <li>• Student supervision and discipline</li> <li>• Transportation</li> <li>• Teacher observations and evaluations</li> </ul>
Ferrera, Corey	Assistant Principal	<p>As assistant principal at the Dreyfoos School of the Arts Mrs. Corey Ferrera manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• AICE Curriculum</li> <li>* Campus Supervision</li> <li>• Curriculum Council</li> <li>• Data Analysis for student testing programs</li> <li>• Focus Model of Instruction</li> <li>• Guidance Department supervision</li> <li>• Professional development for staff</li> <li>• School-Wide Positive Behavior</li> <li>• Student Data Analysis</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Student supervision, emotional/social issues and discipline</li> <li>• Teacher observations and evaluations</li> </ul>
Miller, George	Assistant Principal	<p>As assistant principal at the Dreyfoos School of the Arts Mr. George Miller manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• Testing Supervisor</li> <li>• Master Schedule</li> <li>• Data Analysis for student testing programs</li> <li>• Focus Model of Instruction</li> <li>• Guidance Department supervision</li> <li>• Campus Supervision</li> <li>• Clubs and Activities</li> <li>• Athletics</li> <li>• SIS Coordinator</li> <li>• Student Assemblies</li> <li>• Student Schedule Changes</li> <li>• Teacher observations and evaluations</li> </ul>
Finney, Teneisha	Assistant Principal	<p>As assistant principal at the Dreyfoos School of the Arts Mrs. Teneisha Finney(formerly Ward) manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• AP/PSAT/SAT/TEAM</li> <li>• Dress Code</li> <li>• Focus Model of Instruction</li> <li>• Graduation Coach</li> <li>• Campus Supervision</li> <li>• Multicultural events coordinator</li> <li>• Peer Rounds leader</li> <li>• School Based Team</li> <li>• School Improvement Plan - shared</li> <li>• Teacher observations and evaluations</li> <li>• Volunteer/Business Coordinator</li> </ul>
Lewis, Ron	Other	<p>As the Testing Coordinator at the Dreyfoos School of the Arts Mr. Ronald Lewis manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• AICE/EOC?FSA/WIDA</li> <li>• CYP Contact</li> <li>• Industry Certification</li> <li>• Property Records custodian</li> <li>• SAC Co-Chair</li> <li>• Wellness Coordinator</li> </ul>
Marshall, Patrick	Teacher, K-12	<p>As magnet coordinator at the Dreyfoos School of the Arts Mr. Patrick Marshall manages the following duties or responsibilities:</p> <ul style="list-style-type: none"> <li>• Articulation with Feeder Schools</li> <li>• Auditions for the school's magnet program</li> <li>• Community Liaison</li> <li>• Graduation Activities</li> <li>• Industry Certification Team</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Probation Arts/Academics/ Attendance</li> <li>• School of the Arts Foundation liaison.</li> <li>• Supervision of Artist-In-Residence &amp; Guest Artist Program</li> </ul>

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	339	366	321	346	1372
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	4	13	7	25
One or more suspensions	0	0	0	0	0	0	0	0	0	6	6	3	3	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	6	3	3	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	6	7	8	0	21

The number of students with two or more early warning indicators:

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

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

76

Date this data was collected or last updated

Tuesday 8/27/2019

### Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	8	2	3	15

#### Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	8	2	3	15

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	95%	57%	56%	94%	55%	53%
ELA Learning Gains	75%	51%	51%	73%	50%	49%
ELA Lowest 25th Percentile	68%	43%	42%	73%	45%	41%
Math Achievement	92%	54%	51%	80%	48%	49%
Math Learning Gains	60%	45%	48%	56%	44%	44%
Math Lowest 25th Percentile	78%	43%	45%	48%	38%	39%
Science Achievement	97%	73%	68%	97%	71%	65%
Social Studies Achievement	96%	74%	73%	95%	70%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	339 (0)	366 (0)	321 (0)	346 (0)	1372 (0)
Attendance below 90 percent	1 (5)	4 (11)	13 (10)	7 (12)	25 (38)
One or more suspensions	6 (5)	6 (4)	3 (5)	3 (6)	18 (20)
Course failure in ELA or Math	27 (11)	6 (24)	3 (14)	3 (13)	39 (62)
Level 1 on statewide assessment	6 (11)	7 (9)	8 (0)	0 (1)	21 (21)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	97%	56%	41%	55%	42%
	2018	94%	56%	38%	53%	41%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	93%	54%	39%	53%	40%
	2018	93%	55%	38%	53%	40%
Same Grade Comparison		0%				
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
2019	97%	69%	28%	67%	30%
2018	97%	67%	30%	65%	32%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	69%	27%	70%	26%
2018	97%	68%	29%	68%	29%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	64%	27%	61%	30%
2018	85%	62%	23%	62%	23%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	60%	33%	57%	36%
2018	89%	57%	32%	56%	33%
Compare		4%			

## Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	56	50	33	67	86	80				100	63
ELL	100	90									
ASN	97	82		100	63		100	100		100	100
BLK	83	69	61	82	60	68	89	96		100	69
HSP	95	74	70	95	61	84	99	93		100	87
MUL	94	64		81	40		88	96		100	95
WHT	96	76	73	93	61	81	98	97		100	90
FRL	93	66	61	89	60	78	96	96		100	77
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

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
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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	85
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	849
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	95
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	87
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was ELA Learning gains of SWD within the lowest 25% . FY 2019 it was at 33% which was a 13% decrease from 2018. A major contributing factor is that we focused on overall ELA learning gains during the 2018-2019 school year with the expectation the SWD would also have received a positive impact. This group also can be more dynamic in terms of data due to a low number of membership and larger swings of data can result.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the lowest performance was ELA Learning gains of SWD within the lowest 25% FY 2019 it was at 33% which was a 13% decrease from the 2018-2019 school year. The factor that contributed to the decline was that we focused more on our proficient students and overall learning gains within English Language Arts scores. In addition we did not track these students on an individualized basis and realize that this is necessary for the 2019-2020 school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The school consistently out scores the state in every area. There are multiple contributing factors that enable this. As a magnet school we seem to have access to artistic students, who bring a strong academic background to our school. We maintain a focus on the students, who exhibit deficiencies in the academic areas and design strategies to foster academic support.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The most improvement can be seen in math learning gains in the lowest 25% students. Lowest 25% students went from 64% in 2018 to 78% in 2019 which is a 14% increase. The math teachers designed tutoring opportunities for the struggling students during lunch time or after-school to provide individualized instruction. The teachers who provided tutoring were able to receive supplemental hourly pay per district contract for the final two months before state testing.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our area of concern and focus will be both achievement and learning gains of our SWD. We recognize that our Students With Disabilities were overlooked with our school improvement strategies during the 2018-2019 school year. Though we always maintain focus on all instructional areas that impact our school grade the group will be priority number one.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

- 1) English Learning Arts learning gains of Students With Disabilities.
- 2) Overall achievement in ELA of SWD
- 3) Insure post secondary success for all students (Increase student participation in accelerated

courses)

4) Increase mental health awareness for staff and students.

5) Decrease overall tardiness to class for all students.

## Part III: Planning for Improvement

### Areas of Focus:

#1

**Title**

To ensure effective and relevant instruction for all students specifically in ELA Learning Gains of SWD in alignment to LTO 3, High School Readiness and LTO 4 Post Graduate Success.

**Rationale**

It is extremely important to close the gap of the Learning Gains for our Students With Disabilities and all other students in English Language Arts.

**State the measurable outcome the school plans to achieve**

The school plans to increase the ELA learning gains of SWD to at least 50% as measured in the 2019-2020 FSA standardized test program.

**Person responsible for monitoring outcome**

Leo Barrett (leo.barrett@palmbeachschools.org)

**Evidence-based Strategy**

The school will enlist teachers to tutor the SWD in an after-school program for supplemental pay.  
The teachers will identify supportive instructional materials to address the students area of weakness. The teachers will identify any online programs that address the students deficit skills.

**Rationale for Evidence-based Strategy**

Additional tutoring provides students more time on task and the opportunity of small group and/or individualized instruction. Additional resources can provide a variety of material for students.

**Action Step**

**Description**

1. Identify students
2. identify teachers to provide tutoring
3. Determine best additional resources and materials
4. Create a timeline
5. Set goals/ follow up

**Person Responsible**

Leo Barrett (leo.barrett@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Overall Student Mental Health (School-wide Initiative) - The mental health status of all students has a direct impact on the school's academic and artistic success. Thanks to direct funding by the school district the school has a Behavioral Intervention Specialist and a full time DATA counselor for the first time. The Behavioral Intervention Specialist is the first staff member to address a student with a serious emotional issue. In general the emotional issue can be resolved at this time or strategies put in place for continual updates. However for students with ongoing emotional issues that can not be resolved at this level have the opportunity to meet with the DATA Counselor. This counselor is able to provide one on one counseling for these students. Activities designed to improve and increase the faculty's understanding of the signs of emotional problems among their students and methods to address the

issues and additional steps to take beyond the classroom are listed below:

1. Full Faculty Youth Mental Health training during Pre-school (schoolwide initiative)
2. Daily Caring Counts Committee Meetings.
3. School - based mental health instruction for all students
4. Participation in a mental health program sponsored by Lady Gaga for 10th grade students.

Another Area of Focus is a reduction in student tardiness. Our objective is to reduce student tardies to all classes by 10% The school will be utilizing Tardy kiosk machines and software from the Student Conductor Company that will keep accurate records of students tardies and also notify parents each time a student is late to his or her class.

Another important focus for the Dreyfoos School of the Arts is to continue the growth in our accelerated courses. Increased number of students participating in AICE, Advanced Placement and Dual Enrollment will demonstrate their readiness for post-secondary success.

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

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Conservation of natural resources
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

## 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 Dreyfoos School of the Arts is not required to implement a Title I, Part A schoolwide program.

### **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.**

On the last Saturday before Pre-School week the Guidance Department hosted a " Freshman Invasion". The program was designed to help the rising ninth grade students to participate in multiple activities on the campus. Students visited their future classrooms and received some general information to help them feel more at ease. The goal of the "Freshman Invasion" was to help the student avoid the overwhelming isolation that Freshman typically feel on day one of their high school career. "New Student Orientation" for incoming new students is the second strategy utilized to support the new students prior to the first day of school. The new student orientation is an evening event a few days before the first day of classes. 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.

The principal, Dr. Susan Atherley, has implemented a daily briefing of all administrators, guidance counselors, ESE coordinator, Behavioral Specialist, School Resource Officer and our DATA counselor. This Caring Counts meeting is held within the last hour of every school day to discuss any students that have been identified with an emotional issue or problem that day to one of the pertinent staff members. This meeting serves multiple purposes. First it allows all attendees to gain knowledge of a student in crisis to provide support as needed to the student. Also the group discusses options to provide a remedy for the emotional issue.

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

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. Students on the Free/Reduced Program are viable candidates for these dollars. 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 Olga Middleton and the other guidance counselors supervises the SAT/PSAT/ACT program.

The administrative team meets weekly to discuss important matters concerning the school. This includes those matters concerning available resources.

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)

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.

**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, the principal receives a very specific and detailed budget from the school district 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. The student recipients are recommended by their teacher and SOAFI staff determine if a scholarship should be awarded. In terms of curriculum the school's Textbook Manager oversee the ordering of textbooks and instructional materials for all students, the distribution of those textbooks to students and instructional resources. Through the use of the Destiny software program there is complete accountability for all textbooks and teacher materials. The use of technology and other hardware is recorded in the school district's Capital Assets program. As a school our size has a sizable amount of equipment and technology this inventory program helps maintain accountability on our significant equipment. On an annual basis the school district sends an auditor to verify that this equipment remains within the campus and tracks if it has been moved from one setting to another.

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

College and career awareness is an extremely important aspect of the school's mission. In the general educational sense our school uses multiple strategies for college awareness. Most of the top colleges and universities on the national level send representatives to Dreyfoos to meet with interested juniors and seniors to hear about the programs available at each university or college. These meetings happen during the regular school hours so any interested student can attend. Our school also provides multiple events for college and career awareness based on the students' art area. During the school year our Art Departments take field trips to New York and Chicago to see the leading Arts universities and meet with the faculty and students. Also the theater department takes its top seniors to a mass auditions of many major college theater programs. Many of our students receive scholarships during the long weekend of auditions. Also our PTSO hosts a large collection of university and college representatives in a College Fair during October. This is open to all students after school to get their first opportunity to hear directly from the college reps about the unique aspects of their program. In addition the School of the Arts Foundation is able to fund many master classes in all of our art departments. SOAFI is a community based organization that fund raises to support all aspects of the

Dreyfoos educational program. To have professionals come to the school and interact with our students is a costly endeavor. However the face to face meeting with young artists and professionals have a very positive impact on our students.

Also Revolution Prep provides fifty free SAT preparation tutoring sessions for specific students.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	<b>Areas of Focus: To ensure effective and relevant instruction for all students specifically in ELA Learning Gains of SWD in alignment to LTO 3, High School Readiness and LTO 4 Post Graduate Success.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$3,000.00
			<i>Notes: Advanced Placement/AICE tutoring</i>			
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$2,000.00
			<i>Notes: Annual subscription for Student Conductor Tardy software and support</i>			
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$2,000.00
			<i>Notes: Supplemental pay for teachers tutoring after-school for English Language Arts for Students With Disabilities</i>			
			0395 - Alexander W Dreyfoos Jr School	School Improvement Funds		\$3,000.00
			<i>Notes: Pay necessary fees for teachers to attend AICE/AP trainings to enhance their instructional capabilities.</i>			
<b>Total:</b>						<b>\$10,000.00</b>