Alexander W Dreyfoos Junior School Of The Arts

2020-21 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

Demographics

Principal: Blake Bennett

Start Date for this Principal: 8/10/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (85%) 2017-18: A (81%) 2016-17: A (80%) 2015-16: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	24%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Atherley, Susan	Principal	As principal of Alexander W. Dreyfoos School of the Arts, Dr. Susan Atherley manages and 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. Dr. Atherley also manages and supervises the business side of this high school. Additional responsibilities for Dr. Atherley are listed below: • artists in residence • assistant principals • budget • contracts • Curriculum Council • Deliberate Practice • discipline referrals monitor • EBC • Foundation • JENC District committee • Marzano Framework • Master Schedule • personnel • PLC coordinator • professional development • Pupil Progression district committee • SAC • school improvement • school safety and supervision • school/community facilitator • supervision/evaluation • PF Model of Instruction
Ferrera, Corey	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Mrs. Corey Ferrera manages the following duties and responsibilities: • AICE team • attendance • campus supervision • co-tutoring coordinator • AICE curriculum coordinator • Curriculum Council • data analysis • discipline (issues, social/emotional) • supervision/evaluation and PLC's for: o English/reading o data processor o school counseling o Media Center o music o theater • Focus Model

Name	Title	Job Duties and Responsibilities
		• school counseling • low 25% "DATA" EDW • professional development • RTI/SBT • Master Schedule • mental health • schedule changes • SIS coordinator • student activity programs o calendar o field trips o SRA's o Student events • student assemblies team • student registration • supplements/clubs • other duties assigned by principal • Peer Rounds • teacher handbook
Miller, George	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Mr. George Miller manages the following duties and responsibilities: • Accreditation: AdvancED • AED coordinator • campus supervision • Crisis Plan manager (evacuations/drills) • custodial supervisor • CYP contact • detentions • discipline (issues, social/emotional) • ESE/504 meetings • Supervision/evaluation and PLC's for: o custodians o communications o digital media o ESE o foreign language o science o visual arts • facilities supervisor • Grad Bash • graduation liaison • keys • plant & facilities – daily o operations o capital projects o cleanliness o repairs

Name	Title	Job Duties and Responsibilities
		o safety issues • Safety Committee • School Improvement Plan • textbooks • transportation (cars/buses)
Lewis, Ron	Other	As the Testing Coordinator at Dreyfoos School of the Arts, Mr. Ron Lewis manages the following duties and responsibilities: • AICE/EOC/FSA/ACCESS • SAC • Industry Certification team • Wellness Coordinator • other duties as assigned by principal
Marshall, Patrick	Teacher, K-12	As magnet coordinator at Dreyfoos School of the Arts, Mr. Patrick Marshall manages the following duties and responsibilities: • articulation with feeder schools • artists in residence • art deans chair • attendance, disciplinary and magnet appeals • community liaison • graduation assistance • Industry Certification team • magnet admissions/auditions • Open House • Orientation • preparation of all magnet materials • probation, arts/academic/attendance • SOAFI liaison • Supervision of artist in residence and Guest Artist Program • other duties as assigned by principal
Finney, Teneisha	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Mrs. Teneisha Finney manages the following duties and responsibilities: • attendance/tardy contact • testing supervisor (organization & oversight) • AP/PSAT/SAT • campus supervision • co-tutoring coordinator • discipline (issues, social/emotional) • dress code • EOC/FSA team • supervision/evaluation and PLC's for: o dance o math

Name	Title	Job Duties and Responsibilities
		o PE o social studies o tech/STST • Focus Model • Grad Bash • Graduation coach • morning duty/buses • multicultural events coordinator • Peer Rounds • PRISM • property records custodian • Safety Committee • School-Based Team • School Improvement Plan • SIS • SWPB contact • volunteer/business partner coordinator/Five Star folder • low 25% "DATA" EDW

Demographic Information

Principal start date

Wednesday 8/10/2011, Blake Bennett

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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SI Region	Southeast
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	343	358	365	318	1384
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	2	1	5	11
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	4	6	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	12	9	10	35
Course failure in Math	0	0	0	0	0	0	0	0	0	10	19	23	15	67
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	2	0	2	3	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	2	0	5	9
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	23	22	0	0	45
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	8	7	7	29

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/29/2020

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	
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	

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	
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	

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**	
	(0)	(0)	(0)	(0)	0 (0)

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	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
WHT	94	68	69	88	57	59	97	97		99	90
FRL	89	63	58	87	56	65	94	96		100	72

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

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%. In FY19, the learning gains were 33%, which showed a 13% decrease from the previous year. A key contributing factor to this decrease is that we focused on overall ELA learning gains during the 2018-2019 school year, with the expectation that students with disabilities would also have received a positive impact. This particular group of students can also show relatively large swings in data due to the low number of student membership in the subgroup.
The most recent data for these SWD students point towards encouraging results in the 2019-2020 ELA FSA later this semester. The 2019 Diagnostic -2020 Diagnostic Differential from the most recent diagnostic tests for 9th grade SWD show an increase of 12.5%. In addition the diagnostics results from the most recent 9th grade 2019 FSA - 2020 Diagnostic Differential show an improvement of 27.3%. An equaling positive growth has been seen in the 10th grade ELA diagnostics as well. This group of SWD showed a 19.2% improvement in the 2019 FSA - 2020 Diagnostic Differential.

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 greatest decline from the prior year was ELA learning gains of SWD within the lowest 25%. In FY19, the learning gains were 33%, which showed a 13% decrease from the previous year. A key contributing factor to this decrease is that we focused on overall ELA learning gains during the 2018-2019 school year, with the expectation that students with disabilities would also have received a positive impact. This particular group of students can also show relatively large swings in data due to the low number of student membership in the subgroup.
The most recent data for these SWD students point towards encouraging results in the 2019-2020 ELA FSA later this semester. The 2019 Diagnostic -2020 Diagnostic Differential from the most recent diagnostic tests for 9th grade SWD show an increase of 12.5%. In addition the diagnostics results from the most recent 9th grade 2019 FSA - 2020 Diagnostic Differential show an improvement of 27.3%. An equaling positive growth has been seen in the 10th grade ELA diagnostics as well. This group of SWD showed a 19.2% improvement in the 2019 FSA - 2020 Diagnostic Differential.

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.

During FY19, our school outperformed the state average in every area. There are multiple contributing factors to this performance. As an entirely magnet arts school, we seem to have access to highly artistic students with strong academic backgrounds and performance. We maintain a focus on the students who exhibit deficiencies in academic areas and design tailored strategies to support them and foster academic improvement.

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

The data component that showed the most improvement was math learning gains in the lowest 25% of students. In this subgroup, FY19 math learning gains were 78%, showing a 14% increase from the previous year. Our math teachers designed and implemented tutoring opportunities for struggling students during lunch time and 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 testing. We also emphasized standards-based instruction and student needs during our PLC's.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data from Part I (D), an area of concern for us will be course failure in math; overall, and especially as this pertains to 11th graders. The FY20 data show an increase in course failures from FY19. We will also focus on both achievement and learning gains in our SWD. Though we will continue to maintain a focus on all instructional areas that impact our students and school grade, this subgroup will be a priority.
Increasing students learning in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
Increasing students learning in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
SWDs will be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

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

1. Increasing learning gains in English Language Arts for our students with disabilities
2. Ensuring equity and access to accelerated and Honors-level courses for all of our students
3. Increasing learning gains and achievement in English Language Arts for our Black students (this demographic showed the lowest performance and decreased by 2% from the previous year)
4. Ensuring all of our students receive rigorous, standards-based instruction, with fidelity to Scope and Sequence where applicable, through all methods of instruction, whether in-person or distance learning.
5. Ensuring high-quality mental health education and support and Social/Emotional Learning through all methods of instruction, whether in-person or distance learning, with attention to the special needs of our students during new and difficult circumstances present during SY21.

The action plan for addressing school wide improvement priorities for this school year will focus on increased attendance, engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist school wide improvement. The action plan steps include;
-Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area will be assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Single School Culture Coordinator.

-Collaborative planning with academic coaches and our single school culture coordinator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.
addresses increasing attendance and student engagement in class.

-This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school

settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms.

-The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through quarterly celebrations as well as weekly check-ins from support staff and the admin team that assist boosting student engagement and morale and that assist our school culture and climate and mental health and well-being of students, teachers, and staff. This year with the pandemic in the forefront of our reality we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

-This year our teachers and Admin team are working with the Guidance counselors to provide more celebratory activities as feasible in applicable in addition to the quarterly celebrations in efforts to build and maintain momentum and increase academic focus, social and emotional support and awareness. During distance learning attendance and engagement will be monitored daily in each class, for students that participate via brick and mortar or remotely via distance learning.

-Team leaders will work with Guidance counselors, students, families and business partners in creating school incentives for increased attendance for brick and mortar as well as for remote learners. Additionally, we will hire, train and retain instructional support staff to meet instructional needs in ELA, Math and Science and provide opportunities for parent engagement and family workshops and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science.

-Continue to increase graduation rate. Transcripts are audited to ensure academic tract. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	This Area of Focus relates to ELA learning gains of students with disabilities, especially those students with disabilities who are in our lowest 25%. These students are not reaching sufficient growth outcomes, and this directly affects their likelihood of postsecondary success and acquisition of necessary academic skills, as well as their overall educational experience. We identified this Area of Focus as a critical need using FY19 achievement/learning gains data, as well as by comparison of this data to the FY18 data.
Measurable Outcome:	Our school plans to increase the ELA learning gains of our SWD to at least 50%, as measured by the 2020-2021 FSA standardized test results.
Person responsible for monitoring outcome:	Ron Lewis (ronald.lewis@palmbeachschools.org)
Evidence-based Strategy:	Our school will enlist teachers to tutor our SWD across modern methods of instruction to ensure tutoring equity and access to students regardless of whether they attend school in-person or through distance learning. Our teachers will identify supportive instructional materials and resources to address the students' areas of weakness at an individualized level. We will also focus on utilizing progress monitoring strategies in the form of formative assessments, including Diagnostic assessments, in order to determine students' areas of need and revise our strategies as needed. We will also facilitate increased collaboration among our academic teachers, administrators, and ESE support staff in order to better tailor instruction.
Rationale for Evidence-based Strategy:	Additional tutoring provides students more time on task and content, as well as the opportunity for small group and individualized, tailored instruction. Additional resources can provide a variety of material for diverse learners. Additionally, tutoring opportunities across platforms will help ensure equity and access to tutoring for our students.

Action Steps to Implement

1. Identify students who need additional ELA support/tutoring
2. Identify teachers to provide tutoring
3. Identify/devise strategies for tutoring across platforms of instruction (in-person and distance learning)
4. Identify best additional resources and materials
5. Facilitate collaboration among teachers, administrators, and ESE support staff
6. Set goals
7. Follow up through progress monitoring and revise strategies as needed

Person Responsible   Ron Lewis (ronald.lewis@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	This Area of Focus relates to ensuring that we provide equity and access to upper level courses (accelerated and Honors level) for all of our students. This will positively impact student learning by allowing us to provide the highest quality education to all of our students, across all subgroups, which includes facilitating students' ability to maximize their achievement and potential. We identified this Area of Focus as a critical need through specific reports generated at the school level - for example, the AP Potential report - in addition to data provided at the District level relating to student enrollment in upper level courses.
Measurable Outcome:	Our school plans to increase enrollment in upper level courses (accelerated and Honors level) overall by 25%, with the greatest increases in subgroups that are underrepresented in these courses.
Person responsible for monitoring outcome:	Ron Lewis (ronald.lewis@palmbeachschools.org)
Evidence-based Strategy:	We will identify students who have not taken accelerated or Honors level courses using specialized reports. We will develop an individualized plan of action for each student, utilizing strategic scheduling communication with each student, to ensure all students are treated equitably and have access to achieve their highest potential.
Rationale for Evidence-based Strategy:	Our rationale for our evidence-based strategy involves the value of data-informed decision-making to identify student needs and potential. Use of this strategy will help ensure that all students have maximum opportunity to achieve, to earn college credit, to better prepare for postsecondary success, and to receive the best-quality education.

Action Steps to Implement

1. Identify students who have not taken an accelerated or Honors level course, using strategic reports
2. Conduct action plan meetings for each student that include students and counselors
3. Create timelines long-term student opportunities and success
4. Utilize strategic scheduling to ensure students access to appropriate courses
5. Monitor progress and provide support, utilizing formative assessments and other assessment data
6. Revise scheduling and individualized support for each student, as needed

Person Responsible	Ron Lewis (ronald.lewis@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Increasing learning gains and achievement in English Language Arts for our Black students (this demographic showed the lowest performance and decreased by 2% from the previous year): we will utilize a variety of reports to ensure equity and access to upper level courses for these students, and utilize individually-tailored plans of action. We will also provide culturally-relevant instruction.
2. Ensuring all of our students receive rigorous, standards-based instruction, with fidelity to Scope and Sequence where applicable, through all methods of instruction, whether in-person or distance learning: We will utilize regularly scheduled meetings with administrators, counselors, and ESE support staff to discuss student needs on both individual and school-wide basis. We will facilitate increased administrative and school counseling support for both teachers and students as they teach through a variety of platforms, focusing on fidelity to rigor, standards, and Scope and Sequence.
3. Ensuring high-quality mental health education and support and Social/Emotional Learning through all methods of instruction, whether in-person or distance learning, with attention to the special needs of our students during new and difficult circumstances present during SY21: We will implement the Suite 360 mental health curriculum to all of our students, with a focus on high-quality delivery and follow-up. We will facilitate communication among administrators, counselors, teachers, and our School Behavioral Health Professional to address all student needs and concerns. We will also infuse Social/Emotional Learning into our daily instruction.

All of the goals above, and in the previous sections, align with the Strategic Plan; specifically, fostering post-graduate success as it relates to secondary student achievement and acceleration.

Dreyfoos School of the Arts will infuse the content required by Florida Statute 1003.42 (2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including, but not limited to, history of the Holocaust, Africans, and African Americans; Hispanic and women's contributions; and sacrifices of veterans and the value of Medal of Honor recipients. We will infuse this content with an interdisciplinary approach to help our students fully appreciate the global nature of these issues in order to promote an appreciation for multicultural diversity. We will also promote a Single School Culture that encompasses and reflects the District's shared values and goals regarding academics, climate, and behavior, in order to promote a unified and growth-oriented environment for students and all who are part of our school.

The Social Emotional Learning for the Dreyfoos School of the Arts students has been a priority for this administration. The implementation of the Caring Counts Program has clearly had impact on staff and the students. This committee consisting of administrators, ESE Coordinator, School Police Officer and guidance counselors hold a daily briefing near the end of every day concerning any students that received help concerning their emotional or mental health. Under the leadership of the school principal we discuss the student's issue of that day and possible strategies to provide the best possible support for this child. This group of about 12 professionals hear the student's problem from the adult, who first assisted the child, and then discuss all options available. Finally parent contact with a member of the student's parents helps create a comprehensive support mechanism for the student. This program has been well received by our student and parent communities.

Another component of caring is the method utilized by this school to provide the Mental Health training in accordance with Suite 360. The principal, Dr.Susan Atherley, decided that this program was too important to utilize an impersonal method of instruction such as laptops and headphones or auditorium sized presentations. So we have implemented the instruction by having all administrators and guidance counselors going into assigned classrooms and presenting the lessons to an individual class at a time. The presenters prepare the lessons in advance and go into the classrooms using the Suite 360 materials and tools. The students have responded positively to this strategy as indicated by the healthy conversations in the classroom.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Dreyfoos School of the Arts will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.
Dreyfoos School of the Arts facilitates a positive culture and environment through various methods, including numerous and diverse community/stakeholder outreach programs. Our counseling department hosts regular "coffee talks" to inform parents about important student opportunities, especially regarding postsecondary preparation and success. In place of a brick and mortar freshmen orientation, our art deans, together with administrators and school counselors, hosted virtual orientation by art area to allow students and parents to get acquainted with their teachers, procedures, and the school. We have also created a new student orientation website, where students and parents can find a wealth of pertinent school information and "meet" their teachers, counselors, administrators, and student services staff. We maintain an active School Advisory Council (SAC) and hold regular meetings to engage and include our community in school decisions and events. Our Dreyfoos School of the Arts Foundation is an innovative and proactive organization that works with community stakeholders to help our school be provide important services for the benefit of all students. We also have an active PTSO. Additionally, our SGA and Class Councils engage in many community activities. Overall, our school makes school-community partnerships a priority.

Dreyfoos students in grades 9 -12 are provided with a guidance counselor and AP based on alphabetical listing. This allows students, counselors and APs to develop relationships over the students' academic career. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment courses are provided on campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate. We encourage each student take at least one AICE or AP course.

Dreyfoos uses DIstrict provided Character-development programs 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. Additionally, students are supported in school-based character development programs such as "Boys to Men" and "Women of Tomorrow."

We implement a Single School Culture by consistently referring to the universal guidelines and the behavioral matrix. Teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring SwPBS ensures success. We instill an appreciation for multicultural diversity through anti-bullying campaign, structured lessons, and implementation of SwPBS. Students are

continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms for behavior and academics.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$2,000.00
			Notes: Supplemental pay for teachers tutoring for ELA for Students With Disabilities			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$12,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$3,000.00
			Notes: Pay necessary fees for teachers to attend AICE/AP trainings to enhance their instructional capabilities			
	5000	120-Classroom Teachers	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$3,000.00
			Notes: AP/AICE tutoring			
	5000	530-Periodicals	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$4,300.00
			Notes: Annual subscription to Up Front for AICE students			
	5000	319-Technology-Related Professional and Technical Services	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$2,000.00
			Notes: Annual subscription for Student Conductor software and support			
					Total:	**$14,300.00**