Alexander W Dreyfoos Junior School Of The Arts

2021-22 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: 3/21/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 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%)
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	

* 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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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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bennett, Blake	Principal	As principal of Alexander W. Dreyfoos School of the Arts, Blake Bennett manages and supervises all aspects of the educational program. First and foremost, Ms. Bennett is the instructional leader of the school. Ms. Bennett is responsible for equitable instruction for all students. Ms. Bennett also manages and supervises the business side of this high school. Additional responsibilities for Ms. Bennett are listed below: - Artists in Residence - Assistant Principals - Budget - Contracts - Curriculum Council - Community Liaison - Deliberate Practice - Discipline Referrals Monitor - EBC - ESE / 504 Meetings - Focus Model of Instruction - Foundation - Math Low 25% - Master Schedule - Personnel - PLC Coordinator - Professional Development - SAC - School Improvement - School Safety and Supervision - School / Community Facilitator - Supervision / Duty Plan - Supervision / Evaluation and PLC's - Dance - ESE - Math - Supplements (Clubs / Sports / Activities) - Teacher Handbook
Finney, Teneisha	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Mrs. Teneisha Finney manages the following duties and responsibilities: - Testing Supervisor (Organization & Oversight) - AP / PSAT / SAT - Attendance / Tardies, Student - Campus Supervision - Caring Counts - Data Analysis - Discipline, Art Area - Dress Code - Supervision / Evaluation and PLC's

Name	Position Title	Job Duties and Responsibilities
		- Data Processor - Guidance - Media Center - Social Studies - Technology - Theatre - Freshman / New Student Invasion - Focus Model - Grad Bash - IEP / 504 Accommodations for Testing - Master Schedule - Mental Health - Multicultural Events Coordinator - Newsletter - PRISM - Prom - Revolution Prep Contact - Schedule Changes - SBT Monitor / RTI - SIS Coordinator - SWPBS Contact - Student Registration - Summer Ingenuity Program - Low 25% "DATA" EDW - Withdrawal Codes - Other Duties as Assigned by Principal
Lewis, Ron	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Mr. Ron Lewis manages the following duties and responsibilities: - Accreditation: AdvancED - AED Coordinator - AICE Coordinator - Athletics - Calendar - Campus Security - Campus Supervision - Clubs / Activities - Crisis Plan Manager (Evacuations / Drills) - CYP Contact - Data Analysis - Detentions - Discipline, Art Area - ESP / TOP - SAC - Supervision / Evaluation and PLC's - Custodians - Digital Media

Name	Position Title	Job Duties and Responsibilities
		- English / Reading - Foreign Language - PE - STST - Theater Tech - Visual Arts - Facilities Supervisor - ELA Low 25% - Grad Bash - Graduation Liaison - Keys - Low 25% "DATA" EDW - New Teacher Orientation - Parking Decals - Plant & Facilities, Daily - Operations - Capital Projects - Cleanliness - Repairs - Safety Issues - Assets - Walkies - PRISM - Prom - Property Records Custodian - Safety Committee - School-wide Expectations / Expected Development - SIP - Student Activity Programs - AC Requests - Calendar - Field Trips - SRA's - Student Events - Student Assemblies Team - Supplements (Clubs / Sports / Activities) - Supervision Plan - Transportation (Car / Buses) - Tri-Rail Data Entry - Other Duties as Assigned by Principal
Arterburn, Alyssa	Other	As the Testing Coordinator at Dreyfoos School of the Arts, Ms. Arterburn manages the following duties and responsibilities: - Testing Coordinator - AICE / EOC / FSA / WIDA - Attendance / Tardies - Data Analysis

Name	Position Title	Job Duties and Responsibilities
		- Newsletter - PBS Internal Coach - SAC Assistant - Social Media Coordinator - Teacher Orientation Program (TOP) - SEL Coordinator - Student Incentives - Teacher Incentives - Wellness Coordinator - Other Duties as Assigned by Principal
Mounce, Georgia	Magnet Coordinator	As the Magnet Coordinator at Dreyfoos School of the Arts, Ms. Mounce manages the following duties and responsibilities: - Articulation with Feeder Schools - Arts Deans Chair - Attendance, Disciplinary & Magnet Appeals - CTE Meetings - Coordination of Artist in Residence & Guest Artist Program - FTE / SIS Coordinator - Junior Class Sponsor - Magnet Admissions / Auditions - Master Schedule - Newsletter - Open House (shared) - Orientation (shared) - Preparation of all Magnet Materials - Probation, Arts / Academics / Attendance - Prom - Student Registration - SOAFI Liaison - Other Duties as Assigned by Principal
Napuli, Jennifer	Assistant Principal	As assistant principal at Dreyfoos School of the Arts, Ms. Napuli manages the following duties and responsibilities: - Attendance / Tardies - Campus Supervision - K-12 Grant - Curriculum Council - Data Analysis - Discipline, Art Area - ELL Contact - Supervision / Evaluation and PLC's - Communications - Music - Science - Focus Model

Name	Position Title	Job Duties and Responsibilities
		- Grad Bash - Industry Certification - Low 25% "DATA" EDW - Professional Development - Monitor iObservation - PGP Liaison - PRISM - Parking Decals - Peer Rounds - Prom - Textbooks - Destiny - Tutoring Coordinator - Volunteer / Business Coordinator / Five Star Folder - Other Duties Assigned by Principal

Demographic Information

Principal start date
Sunday 3/21/2021, 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.*
8

Total number of teacher positions allocated to the school
64

Total number of students enrolled at the school
1,387

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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	324	362	350	351	1387
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	4	1	8	16
One or more suspensions	0	0	0	0	0	0	0	0	0	3	1	0	1	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	14	12	14	46
Course failure in Math	0	0	0	0	0	0	0	0	0	9	21	15	22	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	2	3	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	0	5	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	0	2	3	7
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	37	35	0	0	72

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	9	3	9	26

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	2	0	0	0	2

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				95%	57%	56%	93%	57%	56%
ELA Learning Gains				75%	51%	51%	68%	53%	53%
ELA Lowest 25th Percentile				68%	43%	42%	64%	46%	44%
Math Achievement				92%	54%	51%	88%	54%	51%
Math Learning Gains				60%	45%	48%	57%	47%	48%
Math Lowest 25th Percentile				78%	43%	45%	64%	43%	45%
Science Achievement				97%	73%	68%	97%	72%	67%
Social Studies Achievement				96%	74%	73%	97%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	97%	56%	41%	55%	42%
Cohort Comparison						
10	2021					
	2019	93%	54%	39%	53%	40%
Cohort Comparison		-97%				

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
2021					
2019	97%	69%	28%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	69%	27%	70%	26%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	64%	27%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	60%	33%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data below was compiled using iReady, SuccessMaker, and USA results.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94.0	92.6	93.4
	Economically Disadvantaged	95.9	91.9	91.1
	Students With Disabilities	75.0	66.7	75.0
	English Language Learners	100.0	0.0	50.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80.6	77.5	80.2
	Economically Disadvantaged	75.6	77.0	77.0
	Students With Disabilities		100.0	100.0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	84.5	58.9	49.5
	Economically Disadvantaged	83.8	51.1	42.7
	Students With Disabilities	60.0	16.7	28.6
	English Language Learners	100.0	0.0	0.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89.9	95.4	98.0
	Economically Disadvantaged	83.3	95.0	95.1
	Students With Disabilities	85.7	100.0	100.0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65.6	59.8	61.9
	Economically Disadvantaged	53.6	46.7	45.2
	Students With Disabilities	75.0	75.0	75.0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.0	33.3	0.0
	Economically Disadvantaged	0.0	50.0	0.0
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.0	93.8	93.8
	Economically Disadvantaged	100.0	100.0	100.0
	Students With Disabilities		100.0	100.0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.6	44.4	44.4
	Economically Disadvantaged	50.0	50.0	50.0
	Students With Disabilities	100.0	0.0	0.0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			100.0
	Economically Disadvantaged			100.0
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		74.4	84.4
	Economically Disadvantaged		78.1	85.3
	Students With Disabilities		57.1	85.7
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.0	50.0	50.0
	Economically Disadvantaged			
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	0.0	0.0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0	0.0	0.0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	80	67									
ELL	70	80									
ASN	95	77	69	85	31		100	100		100	100
BLK	89	63	72	54	25	29	84	87		100	77
HSP	90	69	67	76	33	35	92	89		100	95

2021 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 2019-20	C & C Accel 2019-20
MUL	95	78	70	75	18		95	93		100	96
WHT	94	70	80	78	23	31	92	96		100	95
FRL	89	63	69	68	28	37	89	90		100	88

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	75
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	748
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	74
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	75
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	84
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	68
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	75
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	80
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	76
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	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data demonstrate a consistency in that Dreyfoos students significantly outperformed the District in every tested area in 2019. However, the smallest margin was seen in the Algebra EOC and the U.S. History EOC results, with Dreyfoos students outperforming the District by 27 percentage points on both of these exams. Dreyfoos students showed achievement of 96% (U.S. History EOC) and 91% (Algebra EOC). In grade 9, Dreyfoos SWD's scored significantly lower than the Dreyfoos average on their SY21 progress monitoring assessments, with the lowest achievement in Biology among SWD's (fall: 60.0%; winter: 16.7%; spring: 28.6%). In grade 10, economically disadvantaged students consistently scored lower than the Dreyfoos average, especially in math (fall: 65.6% vs. 53.6%; winter: 59.8% vs. 46.7%; spring: 61.9% vs. 45.2%). Among subgroups, SWD's scored significantly lower than the Dreyfoos average in ELA achievement, learning gains, and L25% achievement, in both SY19 and SY18. Other than SWD's, Black students consistently underperformed in ELA as compared to the Dreyfoos average in SY19. In math, Black students and multiracial students underperformed as compared to the Dreyfoos average in SY19, and SWD had the lowest performance in math in SY18.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring, grade 9 Biology shows the greatest need for improvement. (fall: 84.5%; winter: 58.9%; spring: 49.5%), followed by grade 9 Mathematics (fall: 80.6%; winter: 77.5%; spring: 80.2%). Narrowing down to subgroups, SWD show the greatest need for improvement in Biology (fall: 60.0%; winter: 16.7%; spring: 28.6%), with the lowest achievement numbers and the greatest decrease in achievement across the school year. Economically disadvantaged students show the lowest performance in grade 9 mathematics (fall: 75.6%; winter: 77.0%; spring: 77.0%). In grade 10, Biology also shows the greatest need for improvement (fall: 50.0%; winter: 33.3%; spring: 0.0%), followed by grade 10 mathematics (fall: 65.6%; winter: 59.8%; spring: 61.9%). In grade 10 mathematics, narrowing down to subgroup, economically disadvantaged students consistently showed the lowest performance (fall 53.6%; winter: 46.7%; spring: 45.2%). Among 2019 state assessment data, Algebra I EOC performance displays the greatest need for improvement (91%; 27 percentage points above the District performance, but this is the lowest raw achievement number and smallest margin between District and school achievement).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In grade 9 biology, many students were virtual for the entire school year. Many were also virtual for a significant portion of the school year. Additionally, all of these students were virtual for the last quarter of their 8th grade year. Therefore, we had an extremely large cohort of students who experienced their entire first year of high school - or most of it - without setting foot on campus. As indicated by course grades and progress monitoring done by a team of administrators, counselors, and teachers, students, on average, did not perform as well under such a learning environment; moreover, their motivation generally declined as the school year progressed and they spent more time in such a learning environment. We see as similar trend in the grade 10 Biology performance, although not quite as severe as the grade 9 performance; these students spent the majority of their freshman year on campus in a traditional learning environment. Based on student and teacher feedback, as well as observation, Biology is a subject that is especially difficult to teach and learn in a virtual setting. The hands-on learning experience of labs was also severely limited due to virtual learning, social distancing, and sanitization requirements. We see mathematics having the next-lowest results in both grades 9 and 10, especially grade 10. Although there is currently no virtual learning, we will need to establish targeted tutoring and provide resources to help these students be successful on their exams; especially considering current stay-at-home requirements.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The subgroup data component that showed the most improvement was math learning gains among SWD. In this subgroup, SY19 math learning gains were 86%, showing a 39 percentage point increase from the previous year. We also saw an increase of 14 percentage points from SY18 to SY19 in Math Learning Gains among our math low 25%. Additionally, the data show an improvement of 14.3% in progress monitoring among SWD in grade 10 English Language Arts over the course of the school year (SY21). In the fall progress monitoring, students demonstrated 85.7% achievement; in the winter, 100.0%; in the spring, 100.0%. This is a very small subgroup. Looking at our larger subgroups and their performance on progress monitoring assessments throughout SY21, the data demonstrate an improvement in grade 10 ELA among our economically disadvantaged students (fall: 83.3%; winter: 95.0%; spring: 95.1%). There was also an improvement throughout SY21 among our economically disadvantaged students in math (fall: 75.6%; winter: 77.0%; spring: 77.0%). Besides these specific improvements, all of our SY21 progress monitoring data indicate a possible decline in SY21 state assessment achievement as compared to SY19 state assessment achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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 PLC's. One of the goals of these strategies was to increase equity and access for all students, with the aim of addressing our SWD students who needed additional attention. We also used these strategies to target our math Low 25% students. Part of the aim to increase equity and access involved targeted scheduling; developing individualized strategies for each student to help increase access to accelerated courses. We implemented this focus on equity in our ELA courses as well. Through PLC's, we helped our teachers maintain rigor and fidelity to the scope and sequence. We also focused on high-quality mental health education and social/emotional learning within all methods of instruction, and created a system whereby administrators, counselors, and teachers collaborated to monitor students' progress and implement tailored early intervention strategies for those falling behind, which included reaching out to parents and guardians.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, we will need to intervene to counter learning loss occurred during SY21 and the last quarter of SY20. The majority of our student attended virtual instruction for at least part of SY21, and a very large percentage of those attended virtual instruction for the entire school year or most of it. Formative assessment and progress monitoring data indicate learning loss; in most cases, this loss was progressive throughout the school year. Teacher, counselor, and administrator observations indicate learning loss as well. We will need to identify areas of need through early diagnostic assessments, especially in courses that build upon foundational concepts, such as math courses. Rigorous data analysis of these diagnostic assessments will be key to creating both class-wide and individualized plans to get students on track. We will need to implement regular formative assessments as well, so that we can continue to adjust these plans as needed. We plan to utilize resources and organizations, such as Revolution Prep, to help the students who are most in need to be able to succeed on state or alternative assessments. We plan to use pull-outs to maximize efficiency and students' time. We will increase the frequency of PLC's and mentor teachers and department deans to become instructional leaders to maximize the PLC's' efficacy. Counselors, in conjunction with our school behavioral health professional, will work with students in need of additional SEL supports to support their well-being and motivation, and we will promote a school-wide culture of SEL as well.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administrators, including aspiring leaders, will be trained in conducting PLC's. Department deans will be encouraged to attend these trainings as well; however, administrators will work with those who cannot attend, to make sure our teachers get the most out of our PLC's. AICE and AP teachers will be encouraged to attend AICE and AP trainings, respectively. Additionally, through PLC's, AP and AICE teachers will increase collaboration with teachers of core subjects to increase alignment to standards in accelerated courses. Teachers who teach courses involving industry certification exams will be provided additional resources and training as well. Through PLC's, teachers will be trained in data analysis so that they can utilized their diagnostic and formative assessment data to make sound, rigorous, and relevant instructional decisions that keep instructional focus on standards and student needs. Administrators, counselors, and teachers will also receive resources dedicated to social / emotional learning, including strategies to increase focus on SEL in the classroom to promote a classroom environment of wellbeing and care. Teachers will be provided with guidance and expectations regarding an efficient system for reaching out to parents and guardians and communicating with administrators and counselors about student concerns and those falling behind. This system will facilitate better communication between teachers, counselors, and administrators, provide teachers additional support, and ultimately help students receive the supports they need.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PLC's will be held biweekly throughout the school year. As teachers become more confident in their roles as instructional leaders, we may increase the frequency of PLC's. We will continue our biweekly "Caring Counts" meetings, where administrators, counselors, and other staff members meet to discuss ongoing students needs that include mental health, various challenges, academic concerns, etc. We will maintain the monitoring system, incorporated into Caring Counts and PLC's, that help us monitor and create individualized plans for students. By incorporating these into PLC's, and by helping teachers become more proficient in data analysis, we will facilitate teachers being an integral part of the monitoring process. We will continue to schedule student pull-outs around student schedules and needs to ensure the pull-outs maintain their level of priority, despite changing circumstances. Student monitoring will continue as students move across grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although Dreyfoos consistently outperformed the District on all state assessments in SY19, the smallest margin was seen in the Algebra EOC (27 percentage points). In SY21, grade 10 economically disadvantaged students consistently scored lower than the overall Dreyfoos student population, especially in math, on their progress monitoring assessments (fall: 65.6 vs. 53.6%; winter: 59.8% vs. 46.7%; spring: 61.9% vs. 45.2%). Grade 9 student performance on SY21 mathematics progress monitoring assessments was relatively low compared with other tested areas (fall: 75.6%; winter: 77.0%; spring: 77.0%), as was grade 10 mathematics performance (fall: 65.6%; winter: 59.8%; spring: 61.9%). Within the grade 10 math performance, economically disadvantaged students consistently demonstrated low performance (fall: 53.6%; winter: 46.7%; spring: 45.2%). Additionally, SY21 state assessment data demonstrate a significant decrease in performance. Math achievement has gone from 88% (SY18) to 92% (SY19) to 74% (SY21). Math learning gains have gone from 57% (SY18) to 60% (SY19) to 26% (SY21). Math learning gains among the math low 25% have gone from 64% (SY18) to 78% (SY19) to 32% (SY21). With a very large number of our students having received all or most of their instruction virtually during SY21 and the last quarter of SY20, and the aforementioned SY21 math achievement data indicative of significant learning loss, it is imperative that we create and implement strategies directly related to instructional practice in math to mitigate this learning loss and to prevent it from increasing, and to get students up to where their true potential would allow them to be. It is also critical that we intervene early, as math builds upon foundational principles and any deficiencies will likely hinder, significantly, further learning.
Measurable Outcome:	Our school plans to increase our students' overall math learning gains by 29 percentage points from SY21 (26%) to 55% in SY22.
Monitoring:	A team of administrators, counselors, and teachers will utilize diagnostic and regular formative assessment data to monitor individual students' progress toward standards-based learning goals. This team will discuss progress at our biweekly Caring Counts meetings and adjust plans as needed based on assessment data. Teachers discuss assessment results and strategies at their biweekly PLC's.
Person responsible for monitoring outcome:	Blake Bennett (blake.bennett@palmbeachschools.org)
Evidence-based Strategy:	A team of administrators, counselors, and teachers will do a deep dive into student achievement data, utilizing early diagnostic assessments and regular formative assessments, to carefully identify learning gaps on both an individualized and course-based level. Using this data, we will create individualized plans for students in need, that include class pull-outs, tutoring, and increased focus through Princeton Review and other resources. We will also promote instructional leadership, data analysis, and collaboration among our math teachers through PLC's and training. We will promote a school-wide culture of social / emotional learning and wellbeing and help teachers promote such a culture inside of their classrooms as well. Teachers will be part of a collaborative system involving administrators and counselors designed to communicate more effectively with parents and guardians. We will also continue to use the Student Conductor software to promote good attendance, which will ultimately contribute to student achievement.
Rationale for Evidence-	Our team of administrators, counselors, and teachers has demonstrated capacity, over the course of the past school year, to help increase student achievement through careful monitoring of students and tailored, individualized strategies. Princeton Review has been shown to be an effective resource / organization that has had success in increasing student

based Strategy:	achievement. Social / emotional learning has been shown to play a part in student achievement as well, as have teacher collaboration and data-informed decision-making. With more teachers taking on an increased instructional leadership role, they will be better able to utilize data to its most effective capacity to have the greatest positive impact on student learning and achievement.

Action Steps to Implement

Strategy: Collaborative Student Progress Monitoring
Action Steps:
1. Identify students who failed to meet proficiency on math state assessment
2. Administer in-class math diagnostic assessment
3. Analyze student data to identify areas / standards in need of remediation
4. Coordinate in-class and pull-out instructional alignment to areas of need
5. Administer formative assessments and adjust as needed

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

Strategy: Promote instructional leadership through PLC's
Action Steps:
1. Facilitate biweekly PLC's by subject area / grade level
2. Identify administrators, aspiring leaders, department deans, and other teachers to attend PLC training
3. Help teachers unpack and utilize data
4. Teachers help other teachers in need of additional instructional support
5. Teachers collaborate to create instructional strategies and assessments aligned to student needs

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

Strategy: Class Pull-Outs
Action Steps:
1. Identify & prioritize students most in need of pull-outs, based on a variety of achievement data
2. Conduct ongoing pull-outs
3. Utilize formative assessments to monitor and update student plans

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Literacy is a crucial skill across disciplines. Our SY19 ELA learning gains were 75%, compared to the District's 51%. Although we outperformed the District, our overall ELA achievement was 95%. Our SY21 ELA learning gains were 70%. Because literacy is such a paramount and universal skills, it is important that we make it a priority to help students make learning gains, no matter how high our achievement level is. Within our overall ELA learning gains, our Low 25% learning gains were 68%, and 50% among our SWD. The learning gains were 33% among our Low 25% SWD, down from 46% in SY18. Although the SWD cohort is small, meaning one student can greatly affect the numbers, it is very important that we focus on all students and provide extra support to those most in need. A significant gap was also seen on SY21 performance assessment data between grade 9 SWD (fall: 75.0%; winter: 66.7%; spring: 75.0%) and the overall grade 9 student population (fall: 94.0%; winter: 92.6%; spring: 93.4%). Looking at grade 10 performance assessment data, we see a slightly lower performance than grade 9. Grade 10 data show fall: 89.9%; winter: 95.4%; and spring: 98.0%. After over a year of learning loss due to virtual instruction and stay-at-home orders, it is even more important that we focus on making sure all of our students are proficient in literacy. This will, in effect, increase their capacity to thrive and demonstrate mastery of all subject areas. Our Biology performance assessments also showed a decline throughout SY21 (grade 9: fall: 84.5%; winter: 58.9%; spring:49.5%). Increasing proficiency in ELA will, in turn, help increase Biology achievement through literacy.
Measurable Outcome:	Our school plans to increase our students' overall ELA learning gains by 3 percentage points from SY21 (70%) to 73% in SY22.
Monitoring:	The Reading Plus assessment will be administered to students to gauge their literacy performance. A team of administrators, counselors, and teachers will utilize diagnostic and regular formative assessment data to monitor individual students' progress toward standards-based learning goals. This team will discuss progress at our biweekly Caring Counts meetings and adjust plans as needed based on assessment data. Teachers discuss assessment results and strategies at their biweekly PLC's.
Person responsible for monitoring outcome:	Blake Bennett (blake.bennett@palmbeachschools.org)
Evidence-based Strategy:	Literacy will also be promoted across departments and disciplines as an integral part of curriculum across content areas. Using Reading Plus and other achievement data, a team of administrators, counselors, and teachers will look at diagnostic and formative assessment data and create plans for students in need and overall literacy deficiencies. We will implement pull-outs with Princeton Review for students most in need. To increase literacy across subject areas, we will promote instructional leadership, data analysis, and collaboration - including peer rounds - among ELA and other teachers. We will also continue to use the Student Conductor software to promote good attendance, which will ultimately contribute to student achievement.
Rationale for Evidence-based Strategy:	Reading Plus has proved to be an effective tool in gauging students' literacy proficiency and identifying specific deficiencies, both for individual students and for various subgroups. Princeton Review has been show to be an effective resource / organization that has had success in increasing student achievement. Our team of administrators, counselors, and teachers has demonstrated capacity, over the course of the past school year, to help increase student achievement through careful monitoring of students and individualized

strategies. Collaboration and collegiality is also an effective strategy, specifically when it comes to improving literacy across content areas.

Action Steps to Implement

Strategy: Use Reading Plus assessment to identify deficiencies in literacy
Action steps:
1. Administer Reading Plus assessment to students through ELA classes
2. Analyze student data to identify strengths and deficiencies in literacy
3. Coach and collaborate with teachers to help them devise strategies to teach within areas of need
4. Teach standards-based literacy based on data analysis
5. Administer formative assessments and adjust strategies as needed

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

Strategy: Promote instructional capacity through PLC's and Collaboration
Action Steps:
1. Facilitate biweekly PLC's by subject area / grade level
2. Help teacher unpack and utilize data
3. Teachers help other teachers in need of additional instructional support
4. Teachers conduct peer rounds and interdepartmental PLC's to coach teachers across content areas in literacy
5. Literacy strategies are implemented across content areas

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

Strategy: Class Pull-Outs
Action Steps:
1. Identify & prioritize students most in need of pull-outs, based on a variety of achievement data
2. Conduct ongoing pull-outs
3. Utilize formative assessments to monitor and update student plans
4. Continue data analysis to inform pull-out instructional focus

Person Responsible   Blake Bennett (blake.bennett@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For SY20, Dreyfoos School of the Arts received a School Incident Ranking of Very Low, ranking #31 out of 505 high schools statewide. Dreyfoos received a rating of Very Low for Violent Incidents, ranking #1 out of 505 (#1 out of 28 high school countywide). We had 0.0 violent incidents per 100 students. We also received a rating of Very Low for Drug/Public Order Incidents, ranking #47 out of 505 (#2 out of 28 high schools countywide). We had 0.44 drug/public order incidents per 100 students. For Total Reported Suspensions in SY20, we received a rank of #65 out of 505 (#2 out of 74 countywide). We had 22 total reported suspensions; 1.6 suspensions per 100 students. Across school years, our reported suspensions have gone down slightly; from 24 in SY15, to 22 in SY16, to 24 in SY17, to 21 in SY18, to 22 in SY19, to 22 in SY20. Our school received a rating of Very High in Property Incidents, ranking #434 out of 505 high schools statewide (#25 out of 28 high schools countywide). We had 0.15 property incidents per 100 students.

Based on the data above, our primary area of concern is property incidents. Among our property incidents in SY20, ours occurred in the area of vandalism. To address these and the other incidents reported above, we will take the following actions:

Dreyfoos will continue to implement and improve new initiatives, such as the Dreyfoos newsletter and video morning announcements, to help connect students, parents/guardians, and community stakeholders to the culture and climate of our school. We will also continue to implement SwPBS lessons that help our students understand behavioral expectations, school policies and procedures, and how their actions contribute to a positive culture and environment for everyone on campus.

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 will strive to facilitate 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. 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 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 a school counselor and assistant principal (AP) based on art area. This allows students, counselors, and AP's to develop relationship over the students' high school career. AICE and AP courses are offered to students to receive potential college credit when they graduate. We encourage each student to take at least one AICE or AP course.

We will continue to implement a Single School Culture by consistently referring to our behavioral matrix related to the acronym ARTS (Accountable, Respectful, Trustworthy Students & Staff). Communicating with parents and monitoring SwPBS ensures success.

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.

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.

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We will continue to implement a Single School Culture by consistently referring to our behavioral matrix related to the acronym ARTS (Accountable, Respectful, Trustworthy Students & Staff). Communicating with parents and monitoring SwPBS ensures success.

In accordance with Florida Statute 1003.42, our instructional staff teaches the history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the foundation of our government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government; the history of the Holocaust; the history of African Americans; the contributions to the United States of Hispanic people and women; and all other items included in the statute.

Dreyfoos School of the Arts also ensures compliance with SDPBC Policy 2.09 by maintaining a SAC that meets all requirements of the policy.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. Parents/Guardians: Dreyfoos parents and guardians reach their highest potential in promoting a positive culture and environment when there are open channels of communication between them and our school. We have recently initiated a weekly newsletter that is sent to all parents, that is a one-stop shop of relevant and important information regarding Dreyfoos policies, procedures, accomplishments, and events.
2. Students: Dreyfoos students are the foundation of our focus. Our decision-making centers on student success in academics, the arts, and social/emotional wellbeing. By keeping a focus on these goals in both the day-to-day school operations and the bigger picture, we help ensure that students have the environment necessary to reach their full potential.
3. Teachers: Dreyfoos teachers play a crucial role in the success of our students by providing high-quality, rigorous instruction. Teachers also communicate with parents to help parents maximize their students' success.
4. Volunteers: Dreyfoos volunteers contribute to the wellbeing of students and the school environment by facilitating celebratory events and helping with various activities around campus.
5. Business partners: Dreyfoos business partners contribute resources and provide opportunities that connect our students to the outside world and that will help students succeed in their postsecondary careers and beyond.
6. Dreyfoos School of the Arts Foundation: the Foundation is an innovative and proactive organization that works with community stakeholders to help our school provide important services for the benefit of all students. By working with community members, the Foundation adds to the overall experience and atmosphere of Dreyfoos.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	319-Technology-Related Professional and Technical Services	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$1,150.00
			Notes: Annual subscription for Student Conductor software and support			
	5000	700-Other Expenses	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$3,850.00
			Notes: Targeted math and/or ELA tutorial sessions / AP books			
	5000	120-Classroom Teachers	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$1,500.00
			Notes: Pay necessary fees for teachers to attend trainings / AP books			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5000	120-Classroom Teachers	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$1,500.00
		Notes: Pay necessary fees for teachers to attend trainings / AP books				
	5000	700-Other Expenses	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$3,850.00
		Notes: Targeted math and/or ELA tutorial sessions / AP books				
	5000	530-Periodicals	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$4,500.00
		Notes: Annual subscription to Up Front for ELA students				
	5000	319-Technology-Related Professional and Technical Services	0395 - Alexander W Dreyfoos Jr School	School Improvement Funds	1309.66	$1,150.00
		Notes: Annual subscription for Student Conductor software and support				
					Total:	$17,500.00