Alexander W Dreyfoos Junior School Of The Arts

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 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	2021-22: A (83%) 2018-19: A (85%) 2017-18: A (81%)
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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bennett, Blake	Principal	As principal of A.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: - 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) - Faculty Handbook
Finney, Teneisha	Assistant Principal	As assistant principal at A.W. Dreyfoos School of the Arts, Mrs. Teneisha Finney manages the following duties and responsibilities: - Testing Supervision (Organization & Oversight) - Attendance / Tardies, Student - Campus Supervision - Caring Counts - Data Analysis - Discipline, Art Area - Dress Code - Supervision / Evaluation and PLC's - Data Processor - School Counseling

Name	Position Title	Job Duties and Responsibilities
		- Media Center - Social Studies - Theatre - Freshmen / New Student Invasion - Focus Model - IEP / 504 Accommodations for Testing - Master Schedule - Mental Health - Multicultural Events Coordinator - Schedule Changes - SBT Monitor / RTI - SIS Coordinator - Student Registration - Low 25% - 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: - AED Coordinator - AICE Coordinator - Athletics - Campus Security - Campus Supervision - Clubs / Activities - Crisis Plan Manager - Safety Drills - CYP Contact - Data Analysis - Detentions - Discipline, Art Area - ESP / TOP - SAC - Supervision / Evaluation and PLC's - Custodians - Digital Media - English / Reading - Foreign Language - PE - Technology / STST - Theatre Tech - Visual Arts - Facilities Supervisor - ELA Low 25% - Graduation Coordinator - Keys - Low 25%

Name	Position Title	Job Duties and Responsibilities
		- Parking - Plant & Facilities, Daily - Operations - Capital Projects - Cleanliness - Repairs - Safety Issues - Walkies - Safety Committee - School Improvement Plan - AC Requests - Supplements (Clubs / Sports / Activities) - Other Duties as Assigned by Principal
Napuli, Jennifer	Assistant Principal	As assistant principal at A.W. Dreyfoos School of the Arts, Ms. Napuli manages the following duties and responsibilities: - K-12 Grant - Accreditation: AdvancED - Calendar - Data Analysis - Discipline, Art Area - Supervision / Evaluation and PLC's - Music - Science - Industry Certification - Low 25% - Professional Development - Monitor iObservation - Newsletter - PGP Liaison - PRISM - Revolution Prep Contact - SOAFI Liaison - Social Media Coordinator - Student Activities - Textbooks - Tutoring Coordinator - Volunteer / Business Partner Coordinator / Five Star Folder - Other Duties as Assigned by Principal
Arterburn, Alyssa	Other	As the Test Coordinator at Dreyfoos School of the Arts, Ms. Arterburn manages the following duties and responsibilities: - Test Coordinator - AICE / EOC / FSA / ACCESS - Attendance / Tardies - Data Analysis

Name	Position Title	Job Duties and Responsibilities
		- English - PBS Internal Coach - 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 A.W. 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 - Magnet Admissions / Auditions - Master Schedule - Newsletter - Open House (shared) - Orientation (shared) - Preparation of all Magnet Materials - Probation, Arts / Academics / Attendance - Student Registration Other Duties as Assigned by Principal
Clark, William	Assistant Principal	As assistant principal at A.W. Dreyfoos School of the Arts, Mr. William Clark manages the following duties and responsibilities: - Artists in Residence - Assets - Campus Supervision - Communication Arts - Data Analysis - Discipline, Art Area - ELL Contact - ESE - ESE / 504 Meetings - Math - Property Records Custodian - PSAT / SAT - Supervision / Evaluation and PLC's - Transportation - Tri Rail Data Entry - Other Duties as Assigned by Principal

Demographic Information

Principal start date

Sunday 3/21/2021, Blake Bennett

Number of teachers with a 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

1,380

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	349	338	350	343	1380
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	10	11	15	55
One or more suspensions	0	0	0	0	0	0	0	0	0	9	5	10	2	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	6	8	22
Course failure in Math	0	0	0	0	0	0	0	0	0	2	8	11	16	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	2	6	1	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	8	7	6	10	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	2	6	1	12

Using the table above, complete the table below with the number of students by current grade level who have 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	4	4	7	7	22

Using current year data, complete the table below with the number of students identified as being "retained.":

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	8	5	5	5	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	0	2

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	93%	55%	51%				95%	57%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	73%						75%	51%	51%
ELA Lowest 25th Percentile	69%						68%	43%	42%
Math Achievement	83%	42%	38%				92%	54%	51%
Math Learning Gains	62%						60%	45%	48%
Math Lowest 25th Percentile	63%						78%	43%	45%
Science Achievement	97%	43%	40%				97%	73%	68%
Social Studies Achievement	97%	53%	48%				96%	74%	73%

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

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
2022					
2019	97%	69%	28%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	69%	27%	70%	26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	64%	27%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	60%	33%	57%	36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	64	48	40	70	47		88				
ASN	100	85		89	53		100	97		100	100
BLK	85	56	50	74	55	71	90	94		100	83
HSP	92	70	62	84	63	50	99	98		100	94
MUL	92	76	79	87	53		88	95		93	92
WHT	94	77	74	85	67	65	99	98		99	98
FRL	88	70	63	77	62	69	96	94		100	92
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	83
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	832
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	91
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	76
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	81
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	84
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	86
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	81
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 FY22. Additionally, Dreyfoos students outperformed the District in learning gains in every area. However, the smallest margin is seen in math learning gains; Dreyfoos students outperformed the District by only 1 percentage point (62% vs. 61%, respectively). Overall, our Students with Disabilities (SWD) showed the largest gaps, in every category except Math Lowest 25% learning gains, compared to Dreyfoos's overall performance. There were not enough students in the SWD Math Lowest 25% learning gains category to provide data; Hispanic students were the subgroup that achieved the lowest performance in this category (50% compared to an overall Dreyfoos performance of 62%). Looking at FY22 data and comparing it to FY21 and FY19 data, we can see that Math has shown the greatest decline, both in achievement (FY19: 92%; FY21: 74%; FY22: 83%) and learning gains of the

Low 25% (FY19: 78%; FY21: 32%; FY22: 63%). Although Math Low 25% learning gains increased greatly from FY21 to FY22 (32% to 78%), the result is still significantly lower than FY19 (63% in FY22 vs. 78% in FY19).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on FY22 progress monitoring, it is evident that, overall, our grade 9 students outperformed our grade 10 students (89.4% vs. 83.3% level 3 or above, respectively) on their winter ELA Diagnostics. In both grade 9 and grade 10, our ESE subgroup underperformed most significantly (56.3% vs. 60.0%, respectively). In grade 10, our Black student subgroup also underperformed significantly (64.7%); this also shows a large decrease from FY21, in which our Black students performed better overall (85.3% level 3 or above).

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

Although all students were brick-and-mortar students for the first time throughout the FY22 school year, a huge percentage were virtual students the prior year. Therefore, there was a learning gap caused by students returning to brick-and-mortar instruction after months (or, in many cases, an entire school year or more) of online learning. These learning gaps seem to be a result of not only the deficiencies of online learning but damage to social-emotional wellbeing as well. 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 circumstances. According to curriculum analysis, data analysis, and teacher feedback, math seems to be a particularly challenging subject to "bounce back" from, as the instruction builds upon previous instruction (as opposed to ELA, which tends to "spiral out" from previously taught content). We will need to continue to provide targeted support to students who underperformed; this support will include tutoring, provision of resources, and a new mentoring program in which administrators, counselors, and teachers will collaborate to create individualized monitoring plans for each student who did not meet proficiency in ELA, Algebra I, or Geometry, according to FY22 exam data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Black students showed a marked improvement in ELA achievement. On the ELA Winter Diagnostics, 85.1% of our 9th grade Black students demonstrated proficiency; however, only 64.7% of our 10th grade Black students demonstrated proficiency. This was a marked decline from a proficiency rate of 85.3% among this subgroup in grade 10 in FY21. By the end of SY22, however, our Black students, as an overall subgroup, achieved 85% proficiency in ELA. Looking across school years, from FY19 to FY22, the biggest improvement was in math learning gains (60% in FY19 to 62% in FY22). While this does not reflect a large difference, looking at FY21 data, our biggest improvement from FY21 to FY22 was in math learning gains (26% to 62%). So, math learning gains dropped dramatically from FY19 to FY21 (60% to 26%) and then increased dramatically from FY21 to FY22 (from 26% to 62%). We see a similar trend with math learning gains of the lowest 25%: 78% (FY19) to 32% (FY21) to 63% (FY22) and, to a lesser extent, overall math achievement: 92% (FY19) to 74% (FY21) to 83% (FY22).

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

A large percentage of our students engaged in virtual learning during the last quarter of SY20 and all or most of SY21. This was a contributing factor to the dip in performance demonstrated by FY21 data. The return of all students to brick-and-mortar learning at the beginning of FY22 was a contributing factor to the increase in performance from FY21 to FY22. We see a larger disparity in performance from school

year to school year in math than we do in ELA due to the nature of math standards building on top of each other; any learning gap compounds through a course as students' learning of new concepts is largely dependent on their mastery of previous concepts. A team of administrators, counselors, and teachers analyzed student math achievement data, utilizing early diagnostic assessments and regular formative assessments, to carefully identify learning gaps on both an individualized and course-based level. The team created individualized plans for students who were most in need, which included pull-outs, tutoring, and increased focus through Princeton Review and other resources. Math PLC's also maintained a focus on data analysis.

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

To accelerate learning, we will need to implement targeted and individualized mentoring programs for students most in need. This will involve a team of administrators, counselors, teachers, and the school behavioral health professional looking at SY22 achievement data and identifying students who did not meet proficiency. We will also look at other data, such as course grades, to identify students who need extra support. Based on the data, teacher feedback, and initial student meetings, we will create individually tailored plans, with measurable and timely goals, for each student that will be directed towards helping them demonstrate proficiency in their area(s) of need. We will meet with these students regularly to work with them and update their plans accordingly, and we will communicate with their parents/guardians. Tracking formative assessment data will be integral to these monitoring/mentorship plans. Social-emotional learning will also be a component of these plans, as we recognize that SEL-related challenges can have a significant impact on students' learning, academic performance, and wellbeing.

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) who have not received targeted training in PLC's will receive such training. Teacher instructional leaders, such as department deans, will receive PLC training as well to empower them and their department teachers to engage in rigorous, data-driven instructional analysis and planning. AICE and AP teachers will be encouraged to attend AICE and AP trainings, respectively. Through PLC's, AICE and AP teachers will increase collaboration with teachers of core subjects to increase alignment to standards in accelerated courses. Administrators, counselors, teachers, and our school behavioral health professional will meet regularly to increase awareness of, and strategies to help, students' social-emotional wellbeing. Administrators and counselors will work with teachers to ensure timely, consistent, and meaningful communication between teachers and parents/guardians, especially regarding students who are underperforming and/or falling behind.

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

Our new targeted mentorship program will be maintained throughout SY23 and beyond, with updates and changes as needed, to maintain meaningful and effective tracking of student achievement and greatest needs. PLC's will be held twice per month to facilitate consistency and efficacy of teachers as instructional leaders. "Caring Counts" meetings will be held weekly; these meetings involve administrators, counselors, mental health professionals, and other support staff and are held to discuss new and/or ongoing issues with students relating primarily to social-emotional wellbeing, which often include related issues of academic achievement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although Dreyfoos consistently outperformed the District on all state assessments in SY22, the smallest margin in overall achievement was seen in math (29 percentage points). Additionally, our SY22 math learning gains displayed the smallest margin compared to the District (62% vs. 61%, respectively) and our math learning gains of the lowest 25% (63%) show a relatively small difference when compared to the District (51%). There was a large decrease in performance between SY19 and SY21 across the board in math. In terms of overall math achievement, we see the following: 92% (SY19) vs. 74% (SY2). In math learning gains, we see: 60% (SY19) vs. 26% (SY21). In math learning gains of the lowest 25%, we see: 78% (SY19) vs. 32% (SY21). The data show a significant and important increase from SY21 to SY22. In terms of overall math achievement, we see: 74% (SY21) vs. 83% (SY22). In math learning gains, we see: 26% (SY21) vs. 62% (SY22). In learning gains of the lowest 25%, we see: 32% (SY21) vs. 63% (SY22). Although our math achievement has largely "bounced back" from SY21, it is, overall, still below SY19 levels. Is is imperative that we design and implement targeted strategies to increase our students' math performance, especially given the unique structure of math principles and standards; that is, that math builds upon foundational principles.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school plans to increase our students' overall math achievement by 2 percentage points from SY22 (83%) to 85% in SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A team of administrators, counselors, and teachers will utilize diagnostic and formative assessment data to monitor individual students' progress toward standards-based learning goals. This data will be discussed through our mentorship initiative and incorporated into our individualized student plans. This data will also be discussed at PLC's and incorporated into teachers' lesson planning. End-of-year assessments will be used to gauge final outcomes.
Person responsible for monitoring outcome:	Blake Bennett (blake.bennett@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based	A team of administrators, counselors, and teachers will initiate an individualized mentorship program to address students in need. Data that will be used to determine who these students are include SY22 achievement data, course grades, diagnostic and other formative assessment data, and teacher feedback. Administrators and counselors will meet with each student to set goals and benchmarks that are timely and attainable, and to identify strategies and resources that are tailored to each student's needs. Parent

strategy being implemented for this Area of Focus.	communication will be made as well. Administrators and counselors will continue to meet with students and monitor their progress and teacher feedback and input will be used as well. Based on each student's progress and formative assessment data, plans will be updated as needed. The mentorship program will address students' social-emotional wellbeing as well.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Individualized instruction is key to student success, as each student has individualized needs. Through collaboration between administrators and counselors to address individual student needs in other settings, such as through our Caring Counts meetings and SBT, we have had a positive impact on students' achievement as well as their social-emotional wellbeing, which has been shown to play an important role in student achievement as well. Effective use of formative assessment data by teachers is necessary to keep lesson plans and individualized strategies relevant, and effective communication between administrators, counselors, and teachers is necessary to create and implement strategies that consider the whole student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy: Mentorship Initiative
Action steps:
1. Using a variety of data, identify students who are in need of extra support in tested math subject areas
2. Conduct initial meetings with identified students to create timely, achievable, and measurable goals
3. Communicate with parents/guardians
4. Establish ongoing communication with teachers
5. Monitor students' progress and conduct regular meetings to update individualized plans as needed
6. Utilize a variety of data sources to update plans as needed

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Dreyfoos students continue to demonstrate a very high level of proficiency in ELA. Our ELA achievement levels across the past few years are 93% (SY22), 93% (SY2), and 95% (SY19). However, there is always room for improvement, and there has been a slight decrease since SY19. Our ELA learning gains were at 75% in SY19, then dropped somewhat to 70% in SY21, and increased to 73% in SY22; still slightly lower than SY19 levels. Our ELA learning gains of the lowest 25% were at 68% in SY19, 73% in SY21, and 69% in SY22; so, we have seen a slight decrease from SY21. Our subgroup that demonstrated the lowest level of proficiency is Students with Disabilities (SWD), which performed at 64% proficiency. SWD also had the lowest levels of our subgroups in ELA learning gains (48%) and learning gains of the lowest 25% (40%). Our SWD subgroup is small, meaning that one student can have a large impact on the overall data; however, it is very important that we focus on all students and provide the necessary support to those in need. Besides SWD, on our winter ELA Diagnostics, our Black students were the lowest-performing subgroup, with a proficiency level of 85.1% in grade 9 (compared to 89.4% overall in grade 9) and a proficiency level of 64.7% in grade 10 (compared to 83.3% overall in grade 10). The 64.7% proficiency was down significantly from 85.3% in SY21. Literacy is an essential skill across disciplines. It is important that we make it a priority to increase achievement even though our levels are already very high. Increasing literacy skills will likely, in turn, increase students' capacity to demonstrate mastery in all subject areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school plans to increase our students' overall ELA proficiency by 1 percentage point from SY22 (93%) to 94% in SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Reading Plus assessment will be administered to students to provide a baseline data set for literacy performance. Looking at SY22 achievement data, as well as Reading Plus data, a team of administrators, counselors, and teachers will identify students in need of extra support. This team will meet with individual students to create individualized goals, support plans, and monitoring plans, and continue to check in with students. These student goals and plans will be achievement- and standards-based and tailored to helping them achieve and demonstrate ELA proficiency.
Person responsible for monitoring outcome:	Blake Bennett (blake.bennett@palmbeachschools.org)
Evidence-based Strategy:	A team of administrators, counselors, and teachers will initiate an individualized mentorship program to address students in need. Data that will be used to determine who these students are include SY22 achievement data, Reading Plus data, course grades,

Describe the evidence-based strategy being implemented for this Area of Focus.

diagnostic and other formative assessment data, and teacher feedback. Administrators and counselors will meet with each student to set goals and benchmarks that are timely and attainable, and to identify strategies and resources that are tailored to each student's needs. Parent communication will be made as well. Administrators and counselors will continue to meet with students and monitor their progress and teacher feedback and input will be used as well. Based on each student's progress and formative assessment data, plans will be updated as needed. The mentorship program will also address students' social-emotional wellbeing, which has been shown to have a positive impact on student achievement.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Literacy is fundamental; not only to ELA achievement, but to achievement across disciplines. Individualized instruction is key to student success, as each student has individualized needs. Through collaboration between administrators and counselors to address individual student needs in other settings, such as through our Caring Counts meetings and SBT, we have had a positive impact on students' achievement as well as their social-emotional wellbeing, which has been shown to play an important role in student achievement as well. Effective use of formative assessment data by teachers is necessary to keep lesson plans and individualized strategies relevant, and effective communication between administrators, counselors, and teachers is necessary to create and implement strategies that consider the whole student. Use of Reading Plus data in combination with other achievement data has also been shown to be an effective strategy for gauging students' areas of need.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy: Mentorship & Monitoring Program Initiative
Action steps:
1. Using a variety of data, including Reading Plus data, identify students who are in need of extra support in tested ELA subject areas
2. Conduct initial meetings with identified students to create timely, achievable, and measurable goals
3. Communicate with parents/guardians
4. Establish ongoing communication with teachers
5. Monitor students' progress and conduct regular meetings to update individualized plans as needed
6. Utilize a variety of data sources to update plans as needed

Person Responsible

Blake Bennett (blake.bennett@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Dreyfoos School of the Arts will continue to strive to foster positive relationships with all stakeholders - students, parents/guardians, families, and other community members - that will focus on the holistic needs of students. Dreyfoos will continue to ensure that our endeavors align to the SDPBC Strategic Plan.

Dreyfoos School of the Arts strives to facilitate a positive culture and environment through various outreach methods. One of the most effective ways we communicate with stakeholders is through frequent newsletters that contain a wealth of information relevant to students, parents/guardians, and events taking place at Dreyfoos. 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 (SOAFI) 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. Our school makes school-community partnerships a priority.

Dreyfoos students are provided a school counselor and assistant principal (AP) based on their art area. This allows students, counselors, and AP's to develop relationships over the students' high school career. AICE and AP courses are offered to students to potentially earn college credit before they graduate high school. We encourage each student to take at least one AICE or AP course, and we help ensure that each student has the opportunity to maximize their potential by strategic scheduling and an focus on equity that opens up access to AICE and AP courses. We also offer a number of Industry Certification exams through various art area courses, and this is another acceleration opportunity for students.

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). We maintain, and continue to expand and improve, our SwPBS, which includes a series of interactive min-lessons created by administrators and taught to students by teachers during the first few weeks of the school year. These lessons deal with a diverse range of topics related to student success and include behavioral expectations and procedures. We have created a new positive message correlated with our SwPBS initiatives: the acronym MAGIC (Maximizing Artists' Growth & Inspiring Connections). This corresponds to our "Dreyfoos Magic" motto.

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; and all other required instructional topics. Our school adheres to all provisions of 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 school culture and environment.

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 publish a weekly newsletter that is sent to all parents/guardians and 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.