

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ALEXANDER W DREYFOOS JUNIOR SCHOOL OF THE ARTS

District Name: Palm Beach

Principal: Dr. Susan Atherley

SAC Chair: Deborah Fezza

Superintendent: Wayne Gent

Date of School Board Approval: January 2013

Last Modified on: 10/11/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal at A. W. Dreyfoos School of the Arts 2011-2012 Grade Pending Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%, Making Learning Gains in Reading 79%, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 43%
					Principal at Spanish River H.S. 2010-11 Grade- Pending Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP.
					Principal at Spanish River H.S. 2009-10

Principal	Dr. Susan Atherley	Principal Certification B.S. Biology (Florida Southern) M.S. Guidance and Counseling (Barry) Ed.S. Ed Leadership (Nova Southeastern) Ed.D. Ed Leadership (Nova Southeastern)	2	15	<p>Grade- A Reading Mastery 72%; Math Mastery 94%; Writing Mastery 93%; Science Mastery 78%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups 2007-2008 Grade A; Reading Mastery 69%; Math Mastery 90%; Science Mastery 69%; Achieved AYP in all subgroups for both Reading and Math. Principal at Osceola Creek Middle School 2006-2007 Grade A; Reading Mastery 68%; Math Mastery 67%; Achieved AYP in all subgroups for Reading; Did not achieve Math Mastery in SWD subgroup; 2005-2006 Grade A- Reading Mastery 69%; Math Mastery 65%; Did not achieve mastery in Reading or Math for SWD subgroup. 2004-2005 Grade A- Reading Mastery 62%; Math Mastery 62%; Achieved mastery in all subgroups for Reading; Did not achieve mastery in the SWD subgroup for Math.</p>
Assis Principal	Leo Barrett	Principal Certification Educational Leadership Certification (FAU) M.Ed., Exceptional Student Education (Temple) B.S., Health & Physical Education (Lock Haven)	16	16	<p>Assistant Principal at A. W. Dreyfoos School of the Arts 2011-2012 Grade Pending Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%, Making Learning Gains in Reading 79%, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 43%</p> <p>Assistant Principal in 2010-11 2010-11 Grade Pending Reading Mastery: 89% Math Mastery: 96% Science Mastery: 82% AYP Criterion Met: 100% Assistant Principal in 2009-10 2009-10 Grade Pending Reading Mastery: 85% Math Mastery: 96% Science Mastery: 83% AYP Criterion Met: 97% 2008-09 Grade A Reading Mastery: 87% Math Mastery: 97% Science Mastery: 82% AYP Criterion Met: 100% 2007-08 Grade A Reading Mastery: 86% Math Mastery: 97% Science Mastery: 78% AYP Criterion Met: 100% 2006-07 Grade A Reading Mastery: 83% Math Mastery: 95% AYP Criterion Met: 100% 2005-06 Grade A Reading Mastery: 85% Math Mastery: 95% AYP Criterion Met: 99% 2004-05 Grade A Reading Mastery: 81% Math Mastery: 96% AYP Criterion Met: 100%</p>
					<p>Assistant Principal at A. W. Dreyfoos School of the Arts 2011-2012 Grade Pending Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%, Making Learning Gains in Reading 79%, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 43%</p> <p>Assistant Principal in 2010-11 2010-11 Grade Pending Reading Mastery: 89% Math Mastery: 96% Science Mastery: 82% AYP Criterion Met: 100 % Assistant Principal in 2009-10</p>

Assis Principal	George Miller	K-12 Educational Leadership Certification (FAU) M.S., Guidance and Psychology (So. Miss) B.A., English, Theater and Speech (So. FL)	10	10	2009-10 Grade Pending Reading Mastery: 85% Math Mastery: 96% Science Mastery: 83% AYP Criterion Met: 97% 2008-09 Grade A Reading Mastery: 87% Math Mastery: 97% Science Mastery: 82% AYP Criterion Met: 100% 2007-08 Grade A Reading Mastery: 86% Math Mastery: 97% Science Mastery: 78% AYP Criterion Met: 100% 2006-07 Grade A Reading Mastery: 83% Math Mastery: 95% AYP Criterion Met: 100% 2005-06 Grade A Reading Mastery: 85% Math Mastery: 95% AYP Criterion Met: 99% 2004-05 Grade A Reading Mastery: 81% Math Mastery: 96% AYP Criterion Met: 100%
Assis Principal	Suzanne C. Smith	BS and a MS in Education Specialists degree in Education Certifications: Ed Leadership Elem Ed ESOL Mathematics School Principal ESE	4	7	Assistant Principal at A. W. Dreyfoos School of the Arts 2011-2012 Grade Pending Reading Mastery 94%, Math Mastery 95 %, Writing Mastery 99%, Making Learning Gains in Reading 79%, Making Learning Gains in Math 73%, Lowest 25% Making Learning Gains in Reading 93%, Lowest 25% Making Learning Gains in Math 43% Assistant Principal in 2010-11 2010-11 Grade Pending Reading Mastery: 89% Math Mastery: 96% Science Mastery: 82% AYP Criterion Met: 100% 2009-2010: Grade: B, Reading Mastery: 64%, Math Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP 82% 2009-2008: Grade: B, Reading Mastery: 61%, Math Mastery 66%, Science Mastery 35%. AYP: % Okeeheelee Middle School: 2008-2007: Grade: A , Reading Mastery 64%, Math Mastery 66%, Science Mastery 43%, AYP: % Okeeheelee Middle School: 2007-2006: Grade B: Reading Mastery 60%, Math Mastery 57%, Science Mastery 34% AYP: %
Assis Principal	Nicole Daly	Bachelors of Science in Communicative Disorders Masters Degree in Psychology Counseling Specialists Degree in Educational Leadership	1	4	FY 12 % meeting high standards in Reading - 70% % meeting high standards in Math – 70% % meeting high standards in Writing – 90% % meeting high standards in Science – 67% % making learning gains in Reading –76% % making learning gains in Math – 76% % of lowest 25% learning gains in Reading – 77% % of lowest 25% learning gains in Math – 65% AYP was not met for all subgroups. FY 11 % meeting high standards in Reading - 83% % meeting high standards in Math – 86% % meeting high standards in Writing – 95% % meeting high standards in Science – 79% % making learning gains in Reading –78% % making learning gains in Math – 72% % of lowest 25% learning gains in Reading – 73% % of lowest 25% learning gains in Math – 74% AYP was not met for all subgroups. FY 10 % meeting high standards in Reading -78% % meeting high standards in Math – 81% % meeting high standards in Writing – 99%

		Certifications: School Counseling K-12 Educational Leadership K-12		% meeting high standards in Science – 69% % making learning gains in Reading – 67% % making learning gains in Math – 74% % of lowest 25% learning gains in Reading – 60% % of lowest 25% learning gains in Math – 69% AYP was not met for all subgroups. FY09 % meeting high standards in Reading - 81% % meeting high standards in Math – 82% % meeting high standards in Writing – 98% % meeting high standards in Science – 77% % making learning gains in Reading – 71% % making learning gains in Math – 79% Lowest 25% learning gains in Reading – 71% Lowest 25% learning gains in Math – 70%
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No Coaches assigned					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Monthly School based Learning Team / Professional Development Meetings	Principal, Assistant Principal	June 1, 2013	
2	Meetings with new teachers and principal	Principal	August 20, 2012	
3	Partnering new teachers with veteran teachers	Assistant Principal	June 1, 2013	
4	Employee Support Program to support new teachers	Assistant Principal	June 1, 2013	
5	Referrals from current teachers/Deans	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly	Provide the strategies that are being implemented to support the staff in becoming highly effective
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effective.	
All teaching staff rated as effective	First year teacher is participating in the Educator Support Program and will participate in the Alternative Certification Program (ACP). Third year teachers completing the ACP by June. Staff development for the entire faculty is focused on effective teaching strategies.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
79	2.5%(2)	19.0%(15)	22.8%(18)	55.7%(44)	48.1%(38)	100.0%(79)	1.3%(1)	6.3%(5)	10.1%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ronda Johnson	Sipiwe Moyo	Close proximity Similar art subjects, Assigned to assist in Alternative Certification Program	Observation, Modeling, Conferencing

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
ESE Contact
ELL Contact
School Psychologist
Guidance Counselor
English/Reading classroom teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership team will meet monthly to review: student screening results, District and State assessment data and progress monitoring data. Based on the data/reports, the team will make recommendations for staff in-service, classroom modifications, or curriculum differentiation to ensure fidelity of Core instruction (Tier 1) is in place. After determining that effective Core Instruction is beginning implemented, the team will review school documentation and teacher referral information on students who are not making adequate progress with the Core Instruction. These students will be referred to the school-based RtI Leadership Team.

The team will use the Problem Solving Model to conduct scheduled meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral intervention. An intervention plan will be developed (PBSD Form 2284) to identify the student's specific area(s) of deficiency and the appropriate research-supported intervention to address the deficiency. The plan will be reviewed periodically to determine the effectiveness of the intervention in accelerating academic growth or reducing unwanted behaviors. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a liaison to support the interventionist (teacher, facilitator, guidance counselor) and to report back on all data collected, for further discussion at future meetings

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Using the Problem Solving Method, the RtI team will identify academic concerns and desired behaviors for referred students. Next, the team will analyze why the academic and/or behavioral concern is occurring by collecting data from multiple sources to determine cause(s) of the identified problem. The team will then move into the intervention design and implementation process by selecting and implementing evidence-based interventions. The final stage is the evaluation of the student' or group's response to the intervention; to determine if appropriate progress is being made towards a desired goal. The team can then make several recommendations: refer for ESE services, repeat the process with new or varied intervention or continue with current intervention to achieve the best outcome for all students.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

All sources of data will be used at each Tier when appropriate and available. They include:

- Classroom observations
- Teacher submitted Disciple Referrals
- TERMS Database for daily attendance, current class schedule, suspensions/expulsions, semester grades and historical student data
- School Resource Officer referrals and reports
- Climate surveys
- Referrals to special education programs
- Education Data Warehouse management database for academics and behavior
- Florida Comprehensive Assessment Tests (Reading, Math, Science, Writing)
- Curriculum Assessments related to instructional materials
- District Level Diagnostic Tests (Fall and Winter)
- Palm Beach Writes
- Diagnostic Assessment of Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during the fall 2012 and as needed throughout the school year.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- differentiation of instruction
- Positive Behavioral Intervention and Support (PBIS)
- Problem Solving Model
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in academics and/or behavior

Describe the plan to support MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during the fall 2012 and as needed throughout the school year.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- differentiation of instruction
- Positive Behavioral Intervention and Support (PBIS)
- Problem Solving Model
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in academics and/or behavior

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal
Assistant Principal
Guidance Counselor
Curriculum Council Members

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet in the fall 2012 to update and revise the school literacy vision and create a plan that is clear and encourages literacy in the arts and academic classrooms.

The team will have monthly meetings thorough out the year to monitor the implementation of the plan, and to build in time and opportunities for professional development for the stakeholders, if needed. The LLT will simultaneously be supporting learning and teaching for the school community-students, teachers, and educational leaders.

The team will be comprised of, but not limited to:

Educational Leader (Principal)
LTM Admin (Assistant Principal)
Magnet Coordinator
Science/Math/Content-Representative
Media Specialist
RtI Facilitator
ESE/ESOL Teachers
Community Member(s)

What will be the major initiatives of the LLT this year?

The major initiatives are as follows:
1. increase the performance of the Lowest 25% in FCAT Reading
2. increase the performance of students in the Economically Disadvantaged subgroup in FCAT Reading
3. maintain graduation rate (at or near 100%)

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Each student will meet with his/her Guidance Counselor during the 2012-2013 school year to discuss post high school goals and course scheduling at DSOA. The counselors make recommendations for each student's course schedule which include applied and/or integrated courses relevant to their future.

All electives at the Dreyfoos School of the Arts are in the following art area: Communication Arts, Dance, Digital Media, Music, Theatre and Visual Arts. Many of these courses focus on skills which could be used in the workplace or to gain entrance to college level art programs and conservatories.

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and instructional activities that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Each student meets with his/her Guidance Counselor each year to discuss post high school goals and course scheduling at DSOA. The counselors make recommendations for each student's course schedule which includes career goals and academic future.

The school offers students elective courses in the arts. Some examples are Acting, Stagecraft, Creative Writing, Film, Ballet, Dance Repertory, Photography, Painting, Music Theory, Orchestra and Band.

Every year, after FCAT testing, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection.

After the course selection process, parents review course selections at home with the students and sign their approval. Then students meet one-on-one with a counselor to finalize what classes will be taken. Parents are encouraged to call the guidance counselor if they have any questions.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Dreyfoos School of the Arts's (DSOA) percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, and completed a Dual Enrollment (DE) math course were all above the district and state averages. DSOA is focused on instilling a greater emphasis on Science preparedness. We will also encourage students to take AP or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. As needed, teachers and guidance counselors will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of students scoring at FCAT Level 3 or above in reading by at least 2% as administered in the Reading FCAT during the 2012-2013 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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During the 2011-2012 School Year 94% (623) of the DSOA students demonstrated proficiency by achieving a Level 3 or above in FCAT Reading.	During the 2012 - 2013 School Year 96%(636) of the DSOA students will demonstrate proficiency by achieving a Level 3 or above in FCAT Reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions.	Providing a third art class for 9th grade students. The classes will focus on literacy within the fields of Art.	Six art-area teachers and media specialist	Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs and district assessments	2012 - 2013 FCAT Reading Test
2	Student's lack of knowledge applying higher order thinking skills, comprehension strategies, and vocabulary strategies.	Teachers will emphasize higher order thinking skills, comprehension strategies, and vocabulary strategies across curriculum.	Intensive Reading Educator Individual teachers through the use of the EDW. ESE Coordinator Assistant Principal	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	Semester SRI testing FCAT scores
3	Students lack of exposure to early literacy skills	Students demonstrating low to moderate reading comprehension skills and those experiencing reading difficulties will complete an intensive reading class utilizing special reading materials	Intensive Reading Educator Individual teachers through the use of the reading course of the school.	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	Semester SRI testing, 2012-13 FCAT scores
	Students lack of exposure to nonfiction readings across the curriculum.	Classroom teachers will be trained through PDD and LTM activities to infuse reading comprehension skills with	Intensive Reading Educator, Individual teachers through the use of	Professional Development activities and follow-up assessments In-class FCAT practice tests and skill lessons	Professional Development activities and follow-up assessments

4		both academic and arts based courses and electives.	EDW. ESE Coordinator, Assistant Principal, Professional Development Committee	Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	Semester SRI testing, 2012-13 FCAT scores
5	Student's lack of knowledge applying higher order thinking skills, comprehension strategies, and vocabulary strategies.	An afternoon tutoring program will be established to provide targeted reading skill practice for Level 1 & Level 2 students.	Assistant Principal, English teachers	FCAT practice tests, cycle of teaching, assessment, re-teaching and reinforcement, and enrichment,	2012- 2013 FCAT Reading Test
6	Students do not have the adequate amount of time available to work on targeted reading skills.	Students demonstrating low to moderate reading skills on the 2012 FCAT will participate in an intensive reading afterschool tutoring program.	Assistant Principal, teachers	Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment,	2012- 2013 FCAT Reading Test
7	Some students have reading skill deficits.	Increase use of scaffolding of key concepts and Differentiated instruction -	Language teachers - Reading teachers -	Informal observations - FAIR testing - SRI testing - FCAT style quizzes & tests	Diagnostic scores - FCAT scores
8	Some students have reading skill deficits.	Increased use of Differentiated instruction	Language teachers Reading teachers	Informal observations FAIR testing SRI testing FCAT style quizzes & tests	Diagnostic scores FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	77 % of FCAT tested students will score above proficiency (FCAT Levels 4 and 5) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 75% (498) of the DSOA students demonstrated above proficiency by achieving a Level 4 or 5 or above in FCAT Reading.	During the 2012-2013 School Year 77% (523) of the DSOA students will demonstrate above proficiency by achieving a Level 4 or 5 in FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions	Providing a third art class for 9th grades. The classes will focus on literacy within the fields of Art. Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs	Six art-area teachers and media specialist	Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs	district assessments FCAT Reading Test
2	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions	Teacher's use components of comprehension, accuracy, fluency, and expanded vocabulary strategies to improve literacy skills	Assistant Principal. Reading Coach Individual teachers through the use of the EDW	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	FCAT scores Teacher Observation Semester SRI Testing
3	Insufficient use of higher order questioning techniques and thinking skills	Teacher's will receive training in Webb's Depth of Knowledge for higher level questioning	Assistant Principal. Reading Coach Individual teachers through the use of the EDW	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed	FCAT scores Teacher Observation Semester SRI Testing
4	Students scoring levels 4 and 5 are not receiving enough high-level thinking and enrichment activities.	Teachers will incorporate differentiated learning activities and methodologies in order to accommodate the variety of learning abilities	Assistant Principal. Reading Coach Individual teachers through the use of the EDW	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine	FCAT scores Teacher Observation Semester SRI Testing

				effectiveness and revise as needed	
5	Insufficient funding to meet all students' needs.	Implement a professional development strategy consisting of a varied group of instructional staff known as "Clouds."	Principal, Assistant Principals, Teachers	Sharing of resultant information with grade levels to determine effectiveness and revise as needed	FCAT scores Teacher Observation Semester SRI Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percent of students making Learning Gains in FCAT Reading 2.0 by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 79% (471) of the DSOA students demonstrated Learning Gains in FCAT Reading 2.0.	During the 2012-2013 School Year 84% (560) of the DSOA students tested will demonstrate Learning Gains in FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions.	Providing a third art class for 9th grades. The classes will focus on literacy within the fields of Art.	Six art-area teachers and media specialist, Curriculum Assistant Principal	Feedback from teachers at Curriculum Council meeting on a monthly basis, Diagnostic testing during the year	classroom walk-throughs and district assessments FCAT Reading Test
	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions	Teacher's use components of comprehension, accuracy, fluency, and expanded vocabulary strategies to improve literacy skills	Assistant Principal.	Individual teachers through the use of the EDW In-class FCAT practice tests and skill lessons Test score analysis (EDW)	FCAT scores Teacher Observation Semester SRI Testing

2				Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed. FCAT scores Teacher Observation Semester SRI Testing	
3	Students scoring levels 4 and 5 are not receiving enough high-level thinking and enrichment activities.	Teachers will incorporate differentiated learning activities and methodologies in order to accommodate the variety of learning abilities	Assistant Principal.	Individual teachers through the use of the EDW In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed	FCAT scores Teacher Observation Semester SRI Testing
4	Insufficient funding to meet all students' needs.	Implement a professional development strategy consisting of a varied group of instructional staff known as "Clouds."	Principal, Assistant Principals, Teachers	Sharing of resultant information with grade levels to determine effectiveness and revise as needed	FCAT scores Teacher Observation Semester SRI Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	An increase of 2% or higher will be seen in the students in the Lowest 25% in FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011 - 2012 School Year 90% (35) of the DSOA students in the Lowest 25% demonstrated Learning Gains in FCAT Reading 2.0.	By June 1, 2013, 95% (42) of the DSOA tested students in the Lowest 25% will demonstrate Learning Gains in FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading and writing are sometimes taught as separate subject areas.	Teachers will incorporate differentiated learning activities and methodologies that incorporate reading and writing as an infused curriculum.	Assistant Principal. Individual teachers through the use of the EDW	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed	FCAT scores Teacher Observation Semester SRI Testing
2	Teachers do not know the students in their class, who are in the Lowest 25%.	Each teacher in all subject areas will receive a list of the students in this group.	Assistant Principal	Teachers will be able to identify these students in data chats and curriculum reviews.	Diagnostic assessments, FCAT scores
3	Students are deficient in reference and research knowledge.	Reference and Research activities will be implemented Across the curriculum.	Assistant Principal. Individual teachers through the use of the EDW	n-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	FCAT scores Teacher Observation Semester SRI Testing
4	Textbooks are not appropriate for the reading instructional level of all students.	A reading tutorial program will be implemented.	Assistant Principal	Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment,	Diagnostic assessments, FCAT scores
5	Some students require additional time to acquire necessary skills.	A reading tutorial program will be implemented in an afterschool program.	Assistant Principal, Teachers	In-class FCAT practice tests and skill lessons Test score analysis (EDW)	Diagnostic assessments, FCAT scores
	Some students have ELL-ESOL language barriers	Utilize Rosetta Stone program in reading classes, Increase use of visuals	Reading teachers Language Teachers	Ongoing classroom assessments -In-class testing	-FCAT -Fluency testing

6		aids and Graphic organizers in class room instruction. -Supplementing texts with those in native languages (cds in Spanish for PH textbooks) -Bilingual/MNL mix as needed -	ELL Liaison		
7	Some students have ELL-ESOL language barriers	Supplementing texts with those in native languages (cds in Spanish for PH textbooks) -Bilingual/MNL mix as needed	Reading teachers -Language Teachers -Harold Hull (ELL Liaison)	Ongoing classroom assessments - In-class testing	FCAT -Fluency testing
8	Some students have reading skill deficits.	Increased scaffolding of key concepts;	Languageteachers Reading teachers	Informal observations -FAIR testing -SRI testing -FCAT style quizzes & tests	Diagnostic scores -FCAT scores
9	Some students have reading skill deficits.	Increased use of Differentiated instruction	Language teachers -Reading teachers	- Informal observations FAIR testing SRI testing FCAT style quizzes & tests -	Diagnostic scores FCAT scores

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # <input type="text"/> 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase the number of students in the Black subgroup scoring a Level 3 or above by 5 % in the 2012-2013 FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Dreyfoos students during the 2011-2012 school year scored Level 3 or above in Reading FCAT 2.0 as follows: White - 96%, Black - 89 %, Hispanic -92%, Asian - 93%	Increase the number of students in the Black subgroup scoring a Level 3 or above by 5 % (88) in the 2012-2013 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Art requirements that occupy students time during non-school hours and prevent them from	Providing a third art class for 9th grade students. The classes will focus on literacy within the fields	Six art-area teachers and media specialist	Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs	2012 -2013 FCAT Reading results

	attending tutorial sessions.	of Art.		and district assessments	
2	Students were not provided in depth reading opportunities in the earlier development.	Identify specific students requiring enhanced reading opportunities and strategies.	Assistant Principal, Teachers	Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs and district assessments	2012-2013 FCAT Reading results.
3	Students choose to participate in enjoyable activities instead of those with academic rigor.	Create an Attendance Committee to deal with student skipping.	Attendance Committee, Assistant Principal	Review attendance data on a school-wide and student specific basis.	2012 - 2013 FCAT Reading Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Increase by 30% or more the students in the English Language Learners (ELL) making satisfactory progress in Fcat Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 25% (1) of the DSOA students in the ELL subgroup demonstrated Adequate Yearly Progress (AYP) in FCAT Reading 2.0.	During the 2012-2013 School Year 55% (6) of the DSOA students in the ELL subgroup will demonstrate Adequate Yearly Progress (AYP) in FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were not provided in depth reading opportunities in their earlier development.	Identify specific students requiring enhanced reading opportunities and strategies.	Assistant Principal, Teachers	Feedback from teachers at monthly curriculum council meetings; classroom walk-throughs and district assessments	2012-2013 FCAT Reading 2.0 results.
2	Students were not provided in depth reading opportunities in their earlier development.	Provide additional reading opportunities in tutoring sessions for these students	Assistant Principal	Feedback from teachers at monthly curriculum council meetings	2012-2013 FCAT Reading 2.0 results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase by 9% or more the Students with Disabilities (SWD) making satisfactory progress in FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 71% (14) of the DSOA students in the Students with Disabilities subgroup demonstrated satisfactory progress in FCAT Reading 2.0.	During the 2012-2013 School Year 80% (16) of the DSOA students in the Students with Disabilities subgroup will demonstrate satisfactory progress in FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack of exposure to early literacy skills	Students demonstrating low to moderate reading comprehension skills and those experiencing reading difficulties will	Assistant Principal Intensive Reading Educators, Individual teachers	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of	2012 - 2013 FCAT Reading 2.0 Test results

1		complete an intensive reading class utilizing special reading materials	teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase by 5% or more the students in the Economically Disadvantaged subgroup demonstrating Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 79% (83) of the DSOA students in the Economically Disadvantaged subgroup demonstrated Adequate Yearly Progress (AYP) in FCAT Reading.	By June 01, 2013, 86% (90) of the DSOA tested students in the Economically Disadvantaged subgroup will demonstrate Adequate Yearly Progress in FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Art requirements that occupy students time during non-school hours and prevent them from attending tutorial sessions.	Providing a third art class for 9th grade students. The classes will focus on literacy within their selected field of Art.	Art-area Teachers, media specialist and assistant principals	Feedback from teachers at monthly curriculum council meetings; classroom walkthroughs and district assessments	2012 - 2013 FCAT Reading Test results.
2	Students lack of exposure to early literacy skills	Students demonstrating low to moderate reading comprehension skills and those experiencing reading difficulties will complete an intensive reading class utilizing special reading materials	Assistant Principal Intensive Reading Educators, Individual teachers,	In-class FCAT practice tests and skill lessons Test score analysis (EDW) Continuous cycle of teaching, assessment, re-teaching and reinforcement, and enrichment, Sharing of resultant information with grade levels to determine effectiveness and revise as needed.	2012 - 2013 FCAT Reading Test results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will						

receive training in FCAT Reading 2.0 instructional strategies	All subject/ Grades 9 - 10	Professional Development Team	All instructional staff	LTM meetings	Review lesson plans for new instructional strategies	Administration
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom teachers will be trained through PDD and LTM activities to infuse reading comprehension skills with both academic and arts based courses and electives.	Funds needed to pay registration for professional conference(s) for the DSOA trainer.	SAC Funds	\$500.00
Students demonstrating low to moderate reading skills on the 2012 FCAT will participate in an intensive reading afterschool tutoring program.	Funds needed to pay teaching staff supplemental pay and instructional materials.	SAC Funds	\$1,000.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
A teacher leader will attend training on enhanced Reading strategies.	Funds needed to pay registration for professional conference(s) for the DSOA teacher leader.	SAC Funds	\$500.00
Utilize the "Clouds" professional development program	Funds needed for Reading Enhancement activities	Private Source Donation	\$8,000.00
			Subtotal: \$8,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	*
2012 Current Percent of Students Proficient in listening/speaking:	
*	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.				
Mathematics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.				
Mathematics Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.				
Mathematics Goal #3:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase the percentage of students demonstrating proficiency the Algebra 1 End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-12 School Year 67% (45) of the DSOA students demonstrated proficiency by achieving a Level 3 or above in the Algebra 1 EOC.	During the 2012-2013 School Year 72% (137) of the DSOA students will demonstrate proficiency by achieving a Level 3 or above in the Algebra 1 EOC..

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' reading comprehension skills related to mathematics.	Incorporate reading activities in lesson plans.	Principal, Assistant Principal, Math Teachers	Teachers will write lesson plans and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
2	Students have different levels of prior knowledge of math skills.	The school will utilize the district provided assessments to determine previously learned prerequisite math skills.	Testing Assistant Principal	Review assessment data reports to ensure teachers are assessing students according to the created schedule.	Reports generated by the systematic application of diagnostic tests.
3	Students seem to lack individual math concepts preventing the acquisition of new skills.	Teachers will increase the use of differentiated instruction.	Teachers, Assistant Principal	Review assessment data reports to ensure teachers are assessing students according to the created schedule.	Check data generated by the systematic application of diagnostic tests
4	Students miss math instruction due to Student Related Activities (SRA's) and absences.	Teachers will use common assessment.	Teachers, Assistant Principal	Review teacher logs and teacher's Gradequick.	Algebra 1 End of Course results
5	Students' lack of familiarity of the EOC testing process.	Teachers will provide practice testing activities mirroring the EOC.	Teachers, Assistant Principal	Lesson plan reviews	Lesson plan reviews

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	21% of Algebra 1 EOC tested students will score above proficiency (Levels 4 and 5) in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 School Year 19% (13) of the DSOA students demonstrated above proficiency by achieving a Level 4 or 5 or above in the Algebra 1 EOC.	During the 2012-2013 School Year 21% (40) of the DSOA students will demonstrate above proficiency by achieving a Level 4 or 5 or above in the Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' reading comprehension skills related to mathematics.	Include reading activities in lesson plans.	Teachers, Assistant Principal	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	Classroom walk-throughs and lesson plan reviews
2	Students miss math instruction due to SRA's and absences.	Teachers will use common assessment.	Teachers, Assistant Principal	Review teacher logs and teacher's Gradequick.	EOC data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Decrease the percentage of subgroups by ethnicity not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year the following ethnic subgroups did not make satisfactory progress in Algebra: White - 2 % (1), Black - 20% (4) and Hispanic - 4% (1)	During the 2012-2013 school year the following subgroups will decrease by 50% or remain at the same level in not making satisfactory progress in the 2012-2013 Algebra End of the Course Exam: White - 2% (4), Black - 10% (22) and Hispanic - 2% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students' reading comprehension skills related to mathematics.	Include reading activities in lesson plans.	Teachers, Assistant Principal	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	Classroom walk-throughs and lesson plan review

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Maintain the percentage of English Language Learners (ELL) not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year the English Language Learners (ELL) not making satisfactory progress in Algebra was 0% (0)	During the 2012-2013 school year the English Language Learners (ELL) will remain at the same level, 0%, (0) in not making satisfactory progress in the 2012-2013 Algebra End of the Course Exam:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' reading comprehension skills related to mathematics.	Include reading activities in lesson plans.	Teachers, Assistant Principals	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	Classroom walk-throughs and lesson plan reviews

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Decrease the percentage of Students with Disabilities (SWD) not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 18% (2) of the Students with Disabilities (SWD) did not make satisfactory progress in Algebra:	During the 2012-2013 school year the Students with Disabilities (SWD) will decrease by 50 %, (1) in not making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students' reading comprehension skills	Include reading activities	Teachers, Assistant Principals		Classroom walk-

1	related to mathematics.	in lesson plans.	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	throughs and lesson plan
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Decrease the percentage of Economically Disadvantaged students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 9% (2)of the Economically Disadvantaged students did not make satisfactory progress in Algebra:	During the 2012-2013 school year a decrease of 50% (2)of the Economically Disadvantaged Students will not make satisfactory progress in Algebra:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' reading comprehension skills related to mathematics.	Include reading activities in lesson plans.	Teachers, Assistant Principals	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	Classroom walk-throughs and lesson plan

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase the percentage of students scoring in the highest third Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

During the 2011-12 School Year 79% (220) of the DSOA students scored in the highest third in the Geometry EOC. 21% (62) of students scored in the middle third and 5% (15) DSOA students scored in the lowest third.	During the 2012-2013 School Year 81% (126) of the DSOA students will demonstrate proficiency by scoring in the highest third in the Geometry EOC.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' basic algebra skills are not strong enough for Geometry.	Incorporate Algebra 1 skills in all Geometry classes..	Math Teachers, Assistant Principal	Teachers will write lesson plans and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
2	Students do not learn at the same exact pace.	Increase the utilization of differentiated instruction.	Math Teachers, Assistant Principal	Teachers will write lesson plans, which include differentiated instruction, and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
3	Students do not have the same availability to utilize technology.	Incorporate the appropriate technology in the classroom that will be used on the EOC.	Math Teachers, Assistant Principal	Teachers will write lesson plans, which include reference to technology, and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
4	Students have much greater problems with Geometry word problems.	Increase problem-solving models in lesson plans and include strategies to solve real world problems.	Math Teachers, Assistant Principal	Administrator(s) will observe problem solving activities in the Geometry classrooms.	Classroom walk-throughs and lesson plan reviews

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	DSOA students scoring in Level 4 or above will exceed the average for PBCSD high schools.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-12 School Year 79% (220) of the DSOA students scored in the highest third in the Geometry EOC. 21% (62) of students scored in the middle third and 5% (15) DSOA students scored in the lowest third.	During the 2012-2013 school year 50% (78) of DSOA students will score in Level 4 or above in the Geometry End o Course exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' basic algebra skills are not strong enough for Geometry.	Incorporate Algebra 1 skills in all Geometry classes.	Math Teachers, Assistant Principal	Assistant Principal Teachers will write lesson plans and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
2	Students do not learn at the same exact pace.	Math Teachers, Assistant Principal	Teachers, Assistant Principal	Teachers will write lesson plans, which include differentiated instruction, and submit them to the appropriate	Classroom walk-throughs and lesson plan reviews

				administrator on a regular basis.	
3	Students do not have the same availability to utilize technology.	Incorporate the appropriate technology in the classroom that will be used on the EOC.	Math Teachers, Assistant Principal	Teachers will write lesson plans, which include reference to technology, and submit them to the appropriate administrator on a regular basis.	Classroom walk-throughs and lesson plan reviews
4	Students have much greater problems with Geometry word problems.	Increase problem-solving models in lesson plans and include strategies to solve real world problems.	Math Teachers, Assistant Principal	Administrator(s) will observe problem solving activities in the Geometry classrooms.	Classroom walk-throughs and lesson plan reviews

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal #			
		3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.					
Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.					
Geometry Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the "Clouds" professional development program	Funds needed for Math Enhancement activities	Private Source Donation	\$8,000.00
			Subtotal: \$8,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	A majority of our students taking Biology this year will score at the achievement level in the Biology End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-12 School Year 79% (342) of the DSOA students scored in the highest third in the Biology EOC. 18% (80) of students scored in the middle third and 3%(13) DSOA students scored in the lowest third.	During the 2012-2013 School Year 75% (343) of the DSOA students will demonstrate proficiency by scoring at Achievement Level 3 in the Biology EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	An anticipated barrier for this goal will be	Address necessary benchmarks directed	Department Dean,	Review lesson plans	Review of EOC student results

1	providing instruction for 100% of the tested concepts on the EOC.	by Next Generation Sunshine State Standards(NSSS) found in Learning Village 2.0.	Assistant Principal		
2	Students lack real life experiences with science concepts.	Increase hands-on laboratory experiments using the 5E model, science stations.	Department Dean, Assistant Principal	The lab schedule created will be implemented and monitored by the assistant principal.	Classroom walk-throughs and lesson plan review.
3	Students are absent from Biology on varied days making it difficult to review all concepts for all students.	Implement a program in which Biology students can utilize EOC software called success.net	Department Dean, Assistant Principal	Maintain student use records of software	Classroom walk-throughs and lesson plan review
4	Working with the ELL students to understand complex scientific concepts.	Increase hands -on laboratory experiments using the 5E model, science stations.	Science Department Dean, Teachers, Assistant Principal	The lab schedule created will be implemented by all Science teachers and monitored by the assistant principal.	Science mini-assessments pertaining to lab activities.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	A substantial percentage of our students taking Biology this year will score at or above Achievement Level 4 in the Biology End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-12 School Year 79% (342) of the DSOA students scored in the highest third in the Biology EOC. 18% (80) of students scored in the middle third and 3%(13) DSOA students scored in the lowest third.	During the 2012-2013 School Year 20% (58) of the DSOA students will demonstrate proficiency at a high level by scoring at or above Achievement Level 4 in the Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier for this goal will be testing 100% of eligible Biology students.	Address necessary benchmarks directed by Next Generation Sunshine State Standards(NSSS) found in Learning Village 2.0.	Department Dean, Biology Teachers, Assistant Principal	Assess necessary benchmarks directed by Next generation Sunshine State Standards(NSSS) found in Learning Villages 2.0.	Improvement observed on Science mini-assessments.
2	Students lack real life experiences with science concepts.	Increase hands-on laboratory experiments using the 5E model, science stations.	Department Dean, Assistant Principal	The lab schedule created will be implemented and monitored by the assistant principal.	Classroom walk-throughs and lesson plan review.
3	Students are absent from Biology on varied days making it difficult to review all concepts for all students.	Implement a program in which Biology students can utilize EOC software called success.net	Department Dean, Assistant Principal	Maintain student use records of software	Classroom walk-throughs and lesson plan review

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The school will increase the percentage of students achieving proficiency (3.0) in FCAT Writing 2.0 by 1 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the administration of the 2012 FCAT Writing 2.0 Test, 99% of students in 10th grade achieved 3.0 or above in writing.	By June 1, 2013, 100% (337) or higher of grade 10 students will achieve high standards (3.0 and above) on the 2012 - 2013 FCAT Writes 2.0.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As this is a arts magnet school elective courses in Writing are not available to most students.	The revision and editing process will be taught and seen in student writing drafts.	Teachers, Curriculum Assistant Principal	Student writing samples will be reviewed and scored bi-weekly by teacher.	Progress between the Pretest Prompt and Mid-year Prompt.
2	As this is a arts magnet school elective courses in Writing are not available to most students.	Writing across the curriculum will be emphasized in all courses.	Teachers, Assistant Principals	Student writing samples will be reviewed and scored bi-weekly by teacher.	Progress noted in student product during the year.
3	The state of Florida has implemented a more rigorous scoring system for FCAT Writing,	Implement instructional strategies in the classrooms targeting the new tested skills.	Teachers, Assistant Principal	Student writing samples will be reviewed and scored bi-weekly by teacher.	Progress noted in student product during the year.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The state of Florida will begin the United States History End of Course Exam for all high school students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no data available for this goal.	At least 30% of the DSOA students will score in the highest third on the United States History End of Course Exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to primary documents.	U. S. History teachers will utilize primary documents a minimum of one class period per week.	U. S. History teachers, Assistant Principal	Teacher constructed rubrics to measure students comprehension	Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The state of Florida will begin the United States History End of Course Exam for all high school students.
2012 Current Level of Performance:	2013 Expected Level of Performance:

No data is available.		At least 30% of the DSOA students will score in the highest third on the United States History End of Course Exam.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The focus of high achieving students at Dreyfoos being diverted by their respective art area requirements.	Incorporate time management skills, including use of school provided agendas.	U. S. History Instructors	Reinforce student use of agendas	Teachers will check agendas
2	The focus of high achieving students at Dreyfoos being diverted by their respective art area requirements.	Increase utilization of Edline for class due dates	U. S. History Instructors	Utilize individual scoresheets pertaining to the edline class due dates	Individual score sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Decrease the daily absentee rate of DSOA students.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
According to school records the daily absentee rate of DSOA students was 4% during the 2011-2012 school year.		It is expected that the student daily absence rate will decrease to 3% during the 2012-2013 school year.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
During the 2011-2012 school year 14% (179) students had ten or more absences. We had 1294 students in the school last year.		For the 2012-2013 school year it is expected that 12% (160) of our students will have ten or more absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
During the 2011-2012 school year 273 students (21 %) had ten or more tardies per any class period. We had 1294 students in the school last year.		For the 2012-2013 school year it is expected that 18% (240) of our students will have excessive tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As this is an arts magnet school our students miss school due to artistic educational activities outside the scope of the school. These absences are considered excused absences.	Implement a progressive discipline program for students with excessive tardies or unexcused absences.	Assistant Principals	Review of attendance and tardiness data on a monthly basis.	TERMS attendance reports
2	Students' unexcused absences and tardiness often is not recognized by staff at the early stage.	Implement an Attendance Committee	Assistant Principal	Review of attendance and tardiness data on a monthly basis.	TERMS attendance and tardiness data reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	During the 2012-2013 School Year a reduction in In-School Suspensions and Out of School Suspensions will be noted.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year less than 2%(14) In-School Suspensions were administered. We had 1320 students in the school last year.	During the 2012-2013 school year less than 1%(13) of the students will receive In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year less than 2% of DSOA students (14) received In-School Suspensions.	During the 2012-2013 school year less than 1 %(13) of the students will receive In-School Suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

During the 2011-2012 school year 13 students (less than 1%) Out of School Suspensions were administered.	During the 2012-2013 School Year 9 or less Out of School Suspensions are expected to be administered to DSOA students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year less than 1%(13) students received Out of School Suspensions.	During the 2012-2013 School Year it is expected that less than 1% (9) students will receive Out of School Suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students assigned Out of School Suspension can no longer be taken to ATOSS by their parent/guardian, because ATOSS is no longer available.	Evaluate the disciplinary event and review the PBCSD Disciplinary Matrix to identify alternative disciplinary actions.	Principal, Assistant Principal	Evaluate the suspension data on a monthly basis.	TERMS data base
2	Students assigned Out of School Suspension can no longer be taken to ATOSS by their parent/guardian, because ATOSS is no longer available	Provide greater support to the In School Suspension program at DSOA.	Administration	Review the In School Suspension data on a monthly basis	TERMS data base
3	Students have differing views on their behavioral expectations	Implement School-wide Positive Behavioral Support	School-wide Positive Behavioral Support Team	Review Disciplinary data and compare month to month	EDW reports on student discipline

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a rewards program for students demonstrating Positive behaviors	Ticket for positive behavior or certificate	SAC	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		Maintain or exceed our graduation rate from previous years.			
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
During the 2011-2012 School Year 1 student dropped out of school. The dropout rate was 0%.		The school will maintain the dropout rate of 0% with no students (0) dropping out for the 2012-2013 School Year.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
The graduation rate for the 2011-2012 school year was 100%.		The graduation rate for the 2012-2013 School Year will be 100%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The difficult economic times have impacted the rate of student graduation.	Monitor closely the attendance of twelfth grade students to predict and intervene with the dropout progression.	Assistant Principals, Guidance Counselors, Attendance Clerk	Review Attendance data monthly	TERMS data base
2	Students failing graduation requirement courses may consider dropping out as a solution.	Implement e2020 on the Dreyfoos campus for course make-up opportunities.	e2020 Assistant Principal, e2020 Guidance Counselor, e2020 teachers	Continued progress in the e2020 course	Final completion grade
3	Students missing school can escape notice for an extended time.	Create an attendance committee to craft solutions for excessive absences.	Assistant Principal, Guidance Counselor,	Review attendance data on a regular basis.	EDW report on graduation rates and dropouts.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Arrange e2020 teacher training for specific teachers to use in their classroom or in the FLVS lab	Teacher training provided by the e2020 trainer	Palm Beach County School District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after-school e2020 class with teacher	Funding for extra hours for e2020 teacher	School Advisory Council	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i></p>	<p>Parent and community involvement plays a critical role in the success of this school.</p>

<i>unduplicated.</i>		
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:	
During the 2011-2012 School Year the school received 6,461 volunteer hours from the parents, community members and family members.	During the 2012-2013 School Year the volunteer hours will increase by 10%. Parents, community members and family members will donate a total of 7,107 volunteer hours to the school.	
Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy
	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
	Evaluation Tool	
1	Due to the current economic situation in the community parents and family members spend more hours at their place of employment.	Advertise the importance of volunteering to the school and school programs.
	Volunteer Coordinator	Review Volunteer hours in the VIPS data base.
		Final volunteer hours on the VIPS report.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

ADVANCED PLACEMENT GOALS Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. ADVANCED PLACEMENT GOALS Goal ADVANCED PLACEMENT GOALS Goal #1:	The Dreyfoos School of the Arts is committed to increasing the academic rigor for all students. Participation in the advanced placement program increases the students' competitiveness for college acceptance and scholarships.
2012 Current level:	2013 Expected level:
During the 2011-2012 school year the Dreyfoos student body participated in 1,760 AP tests. The passing rate for these tests was 71%.	During the 2012 - 2013 school year the Dreyfoos students will participate in 1,850 AP tests. The passing rate for these tests will be 72%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are reluctant to take Advanced Placement courses.	Advertise to parents and students the value of participation in Advanced Placement courses.	Advanced Placement Assistant Principal	Review of student data in AP classes on a monthly basis.	Final tally of students participating in Advanced Placement courses.
2	Course content for Advanced Placement courses are rigorous and very demanding.	AP teachers will hold tutoring sessions for their respective AP classes.	Advanced Placement Assistant Principal	Master schedule for all AP tutoring sessions.	Advanced Placement Score Summary for the 2012-2013 School Year.
3	AP course content is constantly being revised.	AP teachers attend Advanced Placement Professional Development Activities	Advanced Placement Assistant Principal	Student success on the AP Exam.	Advanced Placement Score Summary for the 2012-2013 School Year.
4	Course content for Advanced Placement courses are rigorous and very demanding.	Implement a common meeting opportunity for AP teachers.	Principal	Student success on the AP Exam	Advanced Placement Score Summary for the 2012-2013 School Year.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Advanced Placement instructional strategies	Grades 9 - 12	Assistant Principal	School-wide AP teachers	LTM Days	Maintain Agendas	Facilitator

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After-school tutoring and instruction provided by the AP teachers	Funding needed for above contract hours	SAC	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the "Clouds" professional development program.	Funds needed for Advanced Placement Enhancement activities	Private Source Donation	\$8,000.00
			Subtotal: \$8,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,000.00

End of ADVANCED PLACEMENT GOALS Goal(s)

ARTS EDUCATION GOAL Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. ARTS EDUCATION GOAL Goal ARTS EDUCATION GOAL Goal #1:	The Dreyfoos School of the Arts is a comprehensive arts magnet school. The school provides the state required core classes and at least 2 art electives for every student. While providing a rigorous academic schedule for our students, artistic activities on the campus and outside the confines of the school are priorities.
2012 Current level:	2013 Expected level:
Communication Arts: SEEDS won GOLD MEDAL CERTIFICATE from the Columbia Scholastic Press Association; SEEDS won the ALL-FLORIDA AWARD from the Florida Scholastic Press Association; SEEDS – 2010 PACEMAKER AWARD; the MARQUEE was a finalist for ILLUSTRATION OF THE YEAR for their cover design by the National Press Association; DSOA's TV PRODUCTION won the NSPA Broadcast PACEMAKER AWARD plus 3 Honorable Mentions; 1st PLACE – Florida State Poet's Association; 1 Honorable Mention from the POETS OF THE PALM BEACHES; 1 GOLD and 18 SILVER AWARDS in the Regional SCHOLASTIC ART & WRITING AWARDS for Writing; 1 GOLD at the NATIONAL SCHOLASTIC ART & WRITING AWARDS; 2 GOLD and 4 SILVER at the Regional SCHOLASTIC ART & WRITING AWARDS for Film; The MUSE Magazine – 2012 Palm Beach Post EXCELLENCE in Journalism Awards – The Muse – top award – General Excellence; 8 staff members won awards The Muse Newsmagazine is a finalist in the National Scholastic Press Association Pacemaker contest. The Muse is one of 55 high school newspapers named as finalists. Entries were judged on coverage and	

content, quality of writing and reporting, leadership on the opinion page, evidence of in-depth reporting, layout and design, photography, art and graphics. Winners will be announced at the NSPA National Convention in San Antonio on Nov. 15-18. The Muse has been a finalist in four of the past five years and has won two Pacemakers in that span.

Communications senior Josie Graham is a finalist in the NSPA Print Story of the Year for her story headlined The Real Stairmaster Workout. The story detailed the cardio workout students get just by attending Dreyfoos.

Nicole Hamilton won an honorable mention in the Design of the Year category for her spread on cheating at Dreyfoos.

The Muse also received the highest rankings possible in critiques from NSPA and the Columbia Scholastic Press Association. The NSPA gave the Muse an All-American rating with four marks of distinction in coverage and content, writing and editing, photo and graphics and layout and design. The CSPA gave the Muse a Gold Medalist rating (948 out of a possible 1,000 points)

The Dreyfoos yearbook, the Marquee, received a First Class critique from the NSPA with two marks of distinction in coverage and writing and editing.

Seeds, the Literary and Arts Magazine, also received a First Class critique from the NSPA with two marks of distinction in writing and editing and photography, arts, graphics and typography.

Poets of the Palm Beaches Awards – 1st, 2nd, and 3rd place winners; Haitian Heritage Month Essay Contest – 1st and 3rd place

Dance: 5 dance students selected to attend the ALVIN AILEY SUMMER INTENSIVE in NYC;

15 Students participated in NFAA; 1 student recognized with a MERIT awards

Dance Department held Master Classes with Troy Powell, Associate artistic director of Ailey II, Alex Lapshin, Bolshi and Boston Ballet Principal Dance; Lara Tinari former dancer with the Twyla Tharp Dance company; Anthony Ferro, Associate Professor of dance, Marymount Manhattan College and Hilda Morales, professor of dance at the Hart School. Our guest choreographer included NY choreographers Margo Sappington and and Kathrine Posin; University of Florida Dance department Professor, Netta Pulvermacher; former Associate director of the Joffrey Ballet, Cameron Basden

Digital Media:; 17 seniors participated in the NATIONAL FOUNDATION FOR THE ADVANCEMENT OF THE ARTS (NFAA) competition – 1 senior was a FINALIST and 2 HONORABLE MENTION and 1 MERIT; 55 students entered the FLORIDA STATE YOUTH ARTS competition; 10 students were accepted into the FLORIDA STATE YOUTH ARTS EXHIBITION; 8 senior portfolios were accepted into the FLORIDA STATE YOUTH ARTS EXHIBITION; 3 seniors won scholarships through the FLORIDA STATE YOUTH ARTS competition; 52 students entered the REGIONAL ARTS competition; 70 students entered the REGIONAL SCHOLASTIC ART AWARDS; 48 students won HONORABLE MENTION, 16 students won SILVER MEDALS, and 15 students won GOLD MEDALS at the REGIONAL SCHOLASTIC ART AWARDS; 3 seniors won GOLD MEDALS for their portfolios at the REGIONAL SCHOLASTIC ART AWARDS; 5 students were accepted into the NATIONAL SCHOLASTIC ART AWARD exhibition in NYC; 38 students

participated in the WOMEN IN VISUAL ART competition and 18 students won AWARDS;

Music: Band –. The Band department performed over 12 concerts; Symphonic Band and Wind Ensemble both won SUPERIOR MEDALS at District Solo and Ensemble; 23 students selected to ALL DISTRICT JAZZ BAND; DSOA Band received SUPERIOR ratings at the FLORIDA BANDMASTERS DISTRICT MUSIC ASSESSMENT; 128 students applied to the SOLO & DISTRICT ENSEMBLES; 5 jazz band students selected to the UCF ALL STATE JAZZ BAND; 1 Band senior won the 4 year ROTARY CLUB of WPB SCHOLARSHIP; 30 band students were selected for the ALL STATE BAND – the most from any high school in the state of Florida; 1 BAND student was recognized by the Palm Beach Post PATHFINDER AWARDS

Piano: 1st PLACE in the ALHAMBRA CONCERTO COMPETITION; 1st and 2nd PLACE in the PALM BEACH ATLANTIC INTERNATIONAL PIANO FESTIVAL; 6 piano recitals and 1 duet recital; 2 1st PLACES and 2 2nd PLACES in the BOCA DELRAY MUSIC SOCIETY COMPETITION; 3 out of TOP 10 graduating seniors were piano majors; piano students attended Bowdoin International Music Festival, Tanglewood Music Festival, Interlochen Arts Camp, Oberlin International Piano Festival;

Strings: Strings: 4 Philharmonic Orchestra performances; 6 chamber orchestra performances; 11 string students were in the all-state orchestras. District and State level MPA's. Philharmonic earned straight Superior Ratings at both district and State. String Orchestra earned Superior at District and Excellent at State. 1 student received 2nd place in the PATHFINDER AWARDS; 1 strings senior won 4th PLACE in the FOREIGN LANGUAGE PATHFINDER AWARDS

15 students successfully auditioned for summer programs of study and went to a number of great summer programs, including Interlochen, Brevard Music Center, Eastern Music Festival, Meadowmount Music Academy, Philadelphia Orchestra Academy, Tanglewood, and Palm Beach Music Academy. 10 students successfully auditioned for universities, music conservatories and colleges of music and are now enrolled at the Cleveland Institute of Music, Eastman School of Music, Florida State University, University of Florida, and many others

Chorus: 8 Concerts including Gabriel Faure's Requiem with the School of the Arts Philharmonic Orchestra; the Belle Chanson (advanced women's chorus - 46 students) received straight "Superior" ratings in performance and sight-reading at District Choral Music Performance Assessment. 20 were selected for the FL ACDA Honor Choir, 24 were selected for FL All-State Choruses, and 20 were selected for the Southern Division ACDA Honor Choirs in Winston-Salem, NC - the most students from a single high school to be selected for all of these choirs. 1 student was chosen Vocal Music Pathfinder, 1 student received a Posse Scholarship, and 1 student was a National Merit finalist. Graduates from this past year are attending such schools Boston Conservatory, New England Conservatory, Northwestern University, University of Southern California, and Florida State University. 10 students also received scholarships to attend summer programs at Tanglewood, Boston Conservatory, University of the Arts, Academic Internationale d'Ete de Nice, Walnut Hill Summer Music program, UNC - Greensboro, and Berklee College of Music.

This past summer Ms. Sparks, choral director at DSOA, attended the National Association of Teachers of Singing's National Convention in Orlando. She also was

By the end of the 2012-2013 School Year a 2% increase in awards, special honors and acceptances to elite summer programs will be recorded by DSOA students in artistic activities.

the featured soloist with the Weston Noble Alumni Choir on a 10-day California tour.

Theatre:

Had students participate in the Florida Stage Gen Z Global Stage project where they wrote and performed a play with partners from around the world! Had 15 seniors participate in the NFAA/Young Arts Scholarship Competition

Performed on the main stage at the Florida State Thespian Festival as the District Representatives in both performance and technical theatre. Received 2 scholarship awards at the District Thespian Festival. Received more superior and Critics' Choice awards than any other high school at the District 15 Thespian Festival in the areas of: monologue, duet acting, & ensemble acting; solo, duet, & group musical theatre; directing; scenic design; costume design; costume construction; lighting design; publicity design; pantomime; & playwriting. Received 7 superior awards at the Florida State Thespian Festival, four scholarships, and two Critics' choice awards.

Had a finalist in the English-Speaking Union's Shakespeare Competition, Palm Beach Branch who performed as one of only 50 finalists in the National Shakespeare Competition at Lincoln Center. Had 2 students accepted into the Carnegie-Mellon Scenic Design Program.

Had 2 students given full-rides to attend University of the Arts Summer Program.

Had many students attend summer programs at NYU, Circle-in-the-Square, Broadway Theatre Project, Carnegie-Mellon, North Carolina School of the Arts, etc. Had students accepted into BFA acting, musical theatre, design or technical theatre programs at: NYU, Boston University, SMU (Meadows School of Arts)—2 on a full ride, North Carolina School of Arts, Fordham, Otterbein, University of the Arts, The Strasberg Institute in New York, FSU, U of Florida, U. of Miami, etc.

First Runner-Up in the Pathfinder Literature Category In partnership with Palm Beach Dramaworks, presented the Second Annual Emerging Talent Showcase presenting our graduates to the South Florida Theatre/Film Community.

Visual Arts: 70 Visual art senior students were offered 9 million dollars in scholarships; the department participated in 2 state competitions; 1 regional competition and in 3 national competitions. 62 seniors participated in the NATIONAL FOUNDATION FOR THE ADVANCEMENT OF THE ARTS competition; 6 Honorable Mention in NFAA; 1 senior named a Level 1 at NFAA. The students participated in 15 school wide exhibitions, 12 local exhibitions, 2 state exhibitions, 1 regional and 2 national exhibitions. 3 FLORIDA YOUTH ARTS scholarship winners, 15 entries accepted, 10 senior portfolios accepted; 87 students won HONORABLE MENTION, 21 SILVER AWARDS, 38 GOLD AWARDS, 16 GOLD, 11 SILVER and 17 HONORABLE MENTION PORTFOLIO AWARDS in the REGIONAL SCHOLASTIC ART & WRITING AWARDS; 18 NATIONAL SCHOLASTIC ART AWARDS – 8 GOLD and 10 SILVER;

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students required to	Prepare for and	Magnet	Utilize raw data of	Written record of

1	take Intensive Math and Reading courses.	participate in competitions, festivals, summer programs, college / conservatory programs and scholarship opportunities for art students after-school or other noninstructional time.	Coordinator, Art Area Dean	Students participating in festivals and competitions	Dreyfoos students participating in festivals and competitions.
2	The rigorous requirements for students to earn NFAA awards and scholarships.	Arts faculty will attend NFAA workshops on best practices for entering NFAA competitions.	Magnet Coordinator, Art Area Dean	Arts faculty will compile a listing of seniors who participated in NFAA.	Published record of DSOA students recognized at any level by NFAA.
3	Information about art competitions and festivals can be difficult for students to find.	Create a directory of competitions and art festivals.	Magnet Coordinator, Art Area Deans and Guidance Counselors.	Utilize raw data of Students participating in festivals and competitions	Written record of Dreyfoos students participating in festivals and competitions
4	Not all of our art teachers are trained at a professional level in every aspect of their art field.	Utilize DSOA alumni to speak to current students and/or teach master classes.	Magnet Coordinator, Art Area Dean	Utilize raw data of Students participating in master classes	Written record of Dreyfoos students participating in master classes
5	The course requirements for Advanced Placement Music and Visual Art classes are extremely rigorous.	Initiate Advanced Placement Music and Art review sessions after school.	Advanced Placement Audit Assistant Principal	Attendance records of review sessions.	AP music and AP visual art scores on the 2012 AP Year Score Summary
6	Information of scholarships for art students and summer programs are not easily available to students and their families	Create directory of summer programs, college/conservatory programs and scholarship opportunities that are appropriate for art students.	Magnet Coordinator, Art Area Dean, Guidance Counselors	Utilize raw data of Students participating in summer arts programs.	Raw data of Students participating in summer arts programs.
7	Not all of our art teachers are trained at a professional level in every aspect of their art field.	Utilize master teachers to instruct art students at the highest level in concentrated blocks of time.	Magnet Coordinator, Art Area Dean	Review information of student awards and college acceptances.	Anecdotal information of student awards and college acceptances.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Provide talented art's students the opportunity for enhanced artistic learning at summer programs.	Funding for student summer scholarships.	School of the Arts Foundation	\$25,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Employ a professional stage manager to maintain and manage Meyer Hall's technology.	Funding for the stagemanager position.	School of the Arts Foundation	\$45,778.00
			Subtotal: \$45,778.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the "Clouds" professional development program	Funds needed for Integrated Arts Enhancement activities	Private Source Donation	\$8,000.00
Art teachers attend specilized training to enhance skills.	Funding for travel to attend profesional conferences	SAC	\$3,000.00
			Subtotal: \$11,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teaching professionals for full year art education purposes.	Artist in Residence Funding	School of the Arts Foundation	\$162,000.00
Provide guest teaching purposes for specific periods of time to supplement art instruction.	Master Teacher Funding	School of the Arts Foundation	\$75,000.00
Provide needed staff members such as Magnet Assistant and Box Office Staff.	Special arts needs funding	School of the Arts Foundation	\$70,680.00
			Subtotal: \$307,680.00
			Grand Total: \$389,458.00

End of ARTS EDUCATION GOAL Goal(s)

SAT GOALS Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. SAT GOALS Goal		Increase the success level of DSOA students in taking the SAT verbal and math tests.			
SAT GOALS Goal #1:					
2012 Current level:		2013 Expected level:			
According to the FY11 Gold Report Dreyfoos students taking the SAT verbal test scored an average of 575 during the FY11 school year (latest test results available) and 546 in math.		By the end of June 30, 2013 Dreyfoos students, who take the SAT verbal test during the 2012-2013 School Year, will score an average of 577. This is a 2% increase from the previous year. Students will score an average of 548 in math. This is a 2% increase.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students can not afford the expensive SAT programs available in the community.	DSOA will implement an afterschool SAT tutoring program free of charge to the students.	Assistant Principal	Informal observation of teachers using the learned strategies	SAT reports, Gold Report
	Many students can not	Eleventh Grade	Assistant Principal	Informal observation of	SAT reports, Gold

2	afford the expensive SAT programs available in the community.	Teachers will utilize learned best SAT practices in their instruction		teachers using the learned strategies	Report
3	Not all students can afford the SAT or are unable to get transportation to other school sites.	Provide all eleventh grade students a free SAT test option at school on a school day.	Assistant Principal	Data review of participant records on SAT test day.	SAT reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of SAT GOALS Goal(s)

MATHEMATICS

ALGEBRA 1 END OF COURSE EXAM Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. MATHEMATICS ALGEBRA 1 END OF COURSE EXAM Goal	See regular Algebra 1 Objective
MATHEMATICS ALGEBRA 1 END OF COURSE EXAM Goal #1:	
2012 Current level:	2013 Expected level:
See regular Algebra 1 Objective	See regular Algebra 1 Objective

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of MATHEMATICS

ALGEBRA 1 END OF COURSE EXAM Goal(s)

MATHEMATICS

GEOMETRY END OF COURSE EXAM Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. MATHEMATICS GEOMETRY END OF COURSE EXAM Goal	See Math Section of SIP				
MATHEMATICS GEOMETRY END OF COURSE EXAM Goal #1:					
2012 Current level:	2013 Expected level:				
See Math Section of SIP	See Math Section of SIP				
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of MATHEMATICS

GEOMETRY END OF COURSE EXAM Goal(s)

SCIENCE

BIOLOGY END OF COURSE EXAM Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. SCIENCE BIOLOGY END OF COURSE EXAM Goal		See Science Section of SIP		
SCIENCE BIOLOGY END OF COURSE EXAM Goal #1:				
2012 Current level:		2013 Expected level:		
See Science Section of SIP		See Science Section of SIP		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of SCIENCE

BIOLOGY END OF COURSE EXAM Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom teachers will be trained through PDD and LTM activities to infuse reading comprehension skills with both academic and arts based courses and electives.	Funds needed to pay registration for professional conference(s) for the DSOA trainer.	SAC Funds	\$500.00
Reading	Students demonstrating low to moderate reading skills on the 2012 FCAT will participate in an intensive reading afterschool tutoring program.	Funds needed to pay teaching staff supplemental pay and instructional materials.	SAC Funds	\$1,000.00
ADVANCED PLACEMENT GOALS	After-school tutoring and instruction provided by the AP teachers	Funding needed for above contract hours	SAC	\$5,000.00
ARTS EDUCATION GOAL	Provide talented art's students the opportunity for enhanced artistic learning at summer programs.	Funding for student summer scholarships.	School of the Arts Foundation	\$25,000.00
				Subtotal: \$31,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
ARTS EDUCATION GOAL	Employ a professional stage manager to maintain and manage Meyer Hall's technology.	Funding for the stagemanager position.	School of the Arts Foundation	\$45,778.00
				Subtotal: \$45,778.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	A teacher leader will attend training on enhanced Reading strategies.	Funds needed to pay registration for professional conference(s) for the DSOA teacher leader.	SAC Funds	\$500.00
Reading	Utilize the "Clouds" professional development program	Funds needed for Reading Enhancement activities	Private Source Donation	\$8,000.00
Mathematics	Utilize the "Clouds" professional development program	Funds needed for Math Enhancement activities	Private Source Donation	\$8,000.00
Dropout Prevention	Arrange e2020 teacher training for specific teachers to use in their classroom or in the FLVS lab	Teacher training provided by the e2020 trainer	Palm Beach County School District	\$0.00
ADVANCED PLACEMENT GOALS	Utilize the "Clouds" professional development program.	Funds needed for Advanced Placement Enhancement activities	Private Source Donation	\$8,000.00
ARTS EDUCATION GOAL	Utilize the "Clouds" professional development program	Funds needed for Integrated Arts Enhancement activities	Private Source Donation	\$8,000.00
ARTS EDUCATION GOAL	Art teachers attend specilized training to enhance skills.	Funding for travel to attend professional conferences	SAC	\$3,000.00
				Subtotal: \$35,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Implement a rewards			

Suspension	program for students demonstrating Positive behaviors	Ticket for positive behavior or certificate	SAC	\$2,000.00
Dropout Prevention	Provide after-school e2020 class with teacher	Funding for extra hours for e2020 teacher	School Advisory Council	\$2,000.00
ARTS EDUCATION GOAL	Provide teaching professionals for full year art education purposes.	Artist in Residence Funding	School of the Arts Foundation	\$162,000.00
ARTS EDUCATION GOAL	Provide guest teaching purposes for specific periods of time to supplement art instruction.	Master Teacher Funding	School of the Arts Foundation	\$75,000.00
ARTS EDUCATION GOAL	Provide needed staff members such as Magnet Assistant and Box Office Staff.	Special arts needs funding	School of the Arts Foundation	\$70,680.00
				Subtotal: \$311,680.00
				Grand Total: \$424,458.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Staff professional development	\$2,000.00
Special tutoring for AP courses after-school or on weekends	\$5,000.00
After-school program for credit recovery (e2020)	\$2,000.00
SwPBS program support	\$2,000.00

Describe the activities of the School Advisory Council for the upcoming year

During the 2012-2013 the SAC will evaluate the bylaws of the school and change as needed. The SAC will also participate in the construction process of the School Improvement Plan and give approval when it is completed. The SAC will review the mission and belief statement and change if necessary. The SAC will review requests for School Improvement funds and approve or deny those requests. The individual SAC members will serve as representatives of their stakeholder group and serve as the communication liason between the SAC and the stakeholder groups. SAC members participate in discussions on important school issues and participate on subcommittees to find solutions when needed.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ALEXANDER W DREYFOOS JUNIOR SCHOOL OF THE ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	97%	98%	82%	367	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	84%			161	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	94% (YES)			167	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					695	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ALEXANDER W DREYFOOS JUNIOR SCHOOL OF THE ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	97%	96%	83%	362	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	82%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	89% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					664	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested