William T. Dwyer High School

2015-16 School Improvement Plan

William T. Dwyer High School

13601 N MILITARY TRL, Palm Beach Gardens, FL 33410

www.edline.net/pages/william_t_dwyer_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff of William T. Dwyer High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The staff of William T. Dwyer High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

WTDHS demonstrates an appreciation for multicultural diversity by offering the following courses and/or standards infused in cross curricular activities. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
WTDHS hosts a variety of teacher-sponsored clubs and activities that support multicultural activities including:
• American Sign Language
• Best Buddies
• First Priority
• Jewish Student Connection
• Key Club
• Team Sports Ministry
• Gay-Straight Alliance
WTDHS also implements The Johnson Scholars Program which is a college readiness program for first generation college students. This four year program is for students who qualify for free and reduced lunch meal plans, are first-generation students and remain on track for graduation with their cohort. Students have the potential to earn up to $10,000 in scholarship funds.
WTDHS will also host a French exchange program for students during spring break in 2016.

Describe how the school creates an environment where students feel safe and respected before, during and after school

• Teacher and administrative duty rosters are developed, implemented and monitored every year to ensure student safety and supervision before, during and after school. Student supervision includes after school academic, athletic and off campus activities.
• A Safe Schools Case Manager is assigned to WTDHS three times a week to assist with daily

supervision (before, during and after school activities), student mediations, student support and counseling.

• A full time DATA Case Manager is assigned to WTDHS to provide confidential intensive support and counseling for students exhibiting substance abuse, anger management, depression, anxiety and personality disorders. This service is also provided for students experiencing issues at home and/or school. Outside resources and agencies are provided to students and families who require additional, professional or medical help.

• SBT and SwPBS training provided for faculty members. Procedures put in place for student referrals. Weekly meetings are conducted to discuss, review and monitor referred student behaviors and progress.

• Graduation status reports (all students) monitored regularly by administration and guidance counselors.

• Weekly after school parent/teacher conferences facilitated by guidance counselors.

COLLEGE CULTURE

• ACT Saturday Prep course provided for students on campus (funded by We Are Dwyer Foundation) in preparation of October 24th testing session.

Student/Parent Night Presentations (Curriculum Night, Choice/Academies, Financial Aid, Scholarship and College Application Process) offered throughout the year.

• Partner with Suncoast High School and The Benjamin School for their Annual College Fair (open to all Dwyer students).

• A variety of Honors, AP, IB and AICE courses offered on campus. Our advanced level courses offer college credit for those students who pass a rigorous test in May.

• Edline and social media sites used to inform parents and students of upcoming events and presentations, graduation requirements/information, district and state mandates, curriculum updates, testing schedules, course offerings and selection procedures.

• Counselor Corner – monthly newsletter provided to all students with college information, graduation requirements and resources to help students be successful.

• Guidance counselors visit all of the English classes to share graduation requirements, course information and college information.

• Senior Credit Check meetings implemented by the Guidance Counselors.

• Senior Status Letters sent home to parents.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

WTDHS implements a school-wide behavioral system for single school culture for academics, behavior and climate. Detailed below are some of the programs we use to reinforce and recognize positive behavior on campus. Routines, polices and procedures are also in place for ensuring a safe learning environment for all students.

Panther of the Week program: This is a school-wide recognition and reward system aimed at promoting positive student behavior based on Dwyer High School's Matrix of Behavior Expectations. Each week, faculty members (instructional and non-instructional) nominate a student for Panther of the Week selection. Members of the SwPBS Team select one student from each grade level from the submitted nomination forms as Panthers of the Week based on academics, attendance, and demonstration of Panther P.R.I.D.E. throughout the campus before, during, and after school. Panthers of the Week receive the following: Name and nomination form posted on exterior school bulletin board, a Panther of the Week certificate, a #PantherPride wristband, a cafeteria FASTPASS, which allows them to go to the front of any lunch line for the week, and recognition on our morning announcements, and guidance social media sites.

Faculty Kudos Program: This is a faculty recognition and reward system aimed at promoting teamwork and collaboration between faculty members (instructional and non-instructional). Faculty

members may complete a Kudos Form for another faculty member they would like to recognize. At the monthly faculty meeting, five Kudos forms are drawn, and the faculty members drawn receive a gift card/certificate from a local business (SwPBS team members acquire gift cards/certificates as donations from local businesses). All Kudos forms submitted for that month are posted on a bulletin board in the faculty mailroom.

PASSES
• No Passes during the first and last 10 minutes of class
• No Passes 5th hour
• No Passes After 2:00 pm

TARDIES
• 1st Offense = Teacher Warning
• 2nd Offense = Teacher Contact Parent & Teacher Detention
• 3rd Offense = Admin Contact Parent & Admin Detention

DRESS CODE
• 1st Offense- if correctable = Teacher Warning
• 1st Offense- not correctable = Teacher Detention
• 2nd Offense = Temporary Removal from class & Admin Detention

CELL PHONE/ELECTRONIC DEVICES
• Will only be permitted before school, during class change and lunch or as permitted by the teacher in the classroom
• Violation = Confiscation
• Phones can be picked up by a parent or be returned to the student at the end of the week at 2:40 in the Student Services Office
• Failure to turn over a phone or electronic device will result in disciplinary action

DISCIPLINE HANDBOOK SCRIPTS (Reviewed with students)
• Period 1: Review pages 3-5, Mission Statement through Assistant Principals
• Period 2: Review pages 5-8, Attendance Procedures through Late Arrival/Returning to School
• Period 3: Review pages 9-12, Bullying and Harassment through Cell Phones & Electronic Devices
• Period 4: Review pages 12-15, Cheating or Plagiarism through Dress Code
• Period 5: Review pages 15-17, Emergency Evacuation through Internet Use/Computers
• Period 6: Review pages 17-19, Loitering through School Spirit
• Period 7: Review pages 19-20, Search and Seizure through Textbooks2

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

• A full time Safe Schools Case Manager is assigned to WTDHS to assist with daily supervision (before, during and after school activities), student mediations, student support and counseling.
• A full time DATA Case Manager is assigned to WTDHS to provide confidential intensive support and counseling for students exhibiting substance abuse, anger management, depression, anxiety and personality disorders. This service is also provided for students experiencing issues at home and/or school. Outside resources and agencies are provided to students and families who require additional, professional or medical help.
• SBT and SwPBS training provided for faculty members. Procedures put in place for student referrals. Weekly meetings are conducted to discuss, review and monitor referred student behaviors and progress.
• Weekly after school parent/teacher conferences facilitated by guidance counselors.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

WTDHS ATTENDANCE POLICY

The automated phone dialer will make daily calls to student home numbers to inform parents/guardians of student absences each day. Teachers will also notify parents/guardians and the student's assistant principal when a student has accumulated three unexcused absences in a class. Students who are absent more than 10% of the days in one or more periods (excused or unexcused) in a semester will be required to show proper documentation for each subsequent absence within two days of absence.

Documentation includes doctor's notes, official court documents, death certificates, etc. (School District Policy 5.09). District policy requires students who are absent more than 10% of the days in a semester to pass the final exam in order to receive credit for a course. The student will receive credit if the following conditions are satisfactorily met:

1. Successful completion of all assigned course work with a passing

grade in at least one of the two nine week marking periods.

2. Passing the semester examination with at least a D.

NOTE: If a student is absent more than ten percent (10%) of the second (2nd) semester in an EOC Assessment course, the student must earn a passing grade in the fourth (4th) nine-weeks, in order to pass the course.

WTDHS SUSPENSIONS

In accordance with School Board Policy 5.09, for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make-up work without academic penalty. For Out-of School Suspensions (OSS), students will receive assignments in a timely manner.

• For excused or unexcused absences, the number of days allowed to make up work shall be the same as the

number of days the student was absent.

• Students are permitted to make up, for full credit, any academic work missed during the current school year while on an out-of school suspension. Missed class assignments, homework, quizzes, tests, and exams shall be made up in a timely manner for the student to receive full credit. However, the absences will be coded as a suspension. It is the student's responsibility to make specific arrangements with each teacher for completing make-up work. At a minimum, the student shall have the number of days while suspended to complete and hand in make-up work for credit. A zero will be assigned for any work not made up in a timely manner. It is the responsibility of the student to obtain his/her make-up work from the teacher. Students are given one day for each day of absence to complete makeup work, not including the day they return, unless unusual circumstances indicate an extension. The teacher and assistant principal must approve any extension. However, work, tests and projects assigned previous to the absence are due the day the student returns to class.

EARLY INTERVENTION STRATEGIES

• Parent contact
• Student conference
• Parent conference
• Refer to Guidance Counselor
• Weekly reports
• Administrative mediation
• Behavior/Attendance Contract
• Mentoring
• Schedule change
• Conflict resolution
• Teacher Detention
• Administrative Detention

COURSE FAILURE IN ENGLISH OR MATH

• Refer to Guidance Counselor (credit summary review)
• Parent notification
• Refer to guidance counselor
• Enroll in credit recovery course

• Refer to tutoring
LEVEL 1 IN READING OR MATH
• Parent notification
• Refer to guidance counselor
• Enroll in Intensive Reading for support
• Enroll in Liberal Arts 1 or 2 for support
• Refer to tutoring

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	33	28	29	36	126
One or more suspensions	78	81	59	45	263
Course failure in ELA or Math	161	192	150	138	641
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	71	73	62	45	251

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Per bulletin #P-13913/CAO, EDLINE must be updated every two weeks. It is the most up-to-date way to monitor

student progress. Progress reports are also available to any parent if the parent does not have a computer available. Faculty members must be aware of their students' grades. A "C" is a satisfactory grade, which is expected of the majority of students. While a "D" is a passing grade, it is a danger signal. Teachers are urged to conference with the parents when a child is assigned this grade. Students must maintain a 2.0 GPA in order to graduate. Earning all D's does not meet the requirement. An "F" indicates a definite failure and parents should immediately be contacted. According to the SDPBC Student Progression Plan, parents or guardians of a student who is in danger of failing a course or not meeting promotion requirements must be notified via phone call, e-mail, etc. at mid-term or any time thereafter when a student is in danger of not meeting the course/promotion/graduation requirements.
ACADEMIC INTERVENTION STRATEGIES
• Refer to Guidance Counselor or School Based Team
• Parent contact
• Student/Parent/Teacher conferences
• Weekly reports
• Tutoring (teacher, peer, NHS, MHS, FCAT, EOC)
• Peer Mentoring
• Credit recovery

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase parent communication through the following venues:
• Monthly SAC meetings
• Parent Curriculum Night Presentations
• College Night Presentations
• Choice/Academy Presentations
• After school parent/teacher conferences
• Email
• Monthly guidance newsletter (Counselor Corner)
• Panther Pipeline
• Edline
• Quarterly progress reports
• Report cards
• EOC/FCAT score reports
• Senior Parent Letters (graduation requirements)
• Social media (Facebook, Instagram & Twitter)
• Parent Link

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

William T. Dwyer High School has developed and sustained numerous partnerships with local businesses with in our community. Our Early Childhood Academy, Culinary and Finance students participate in Internships with businesses, nonprofit organizations and educational centers. FPL and NextEra Energy developed an eight month Financial Feasibility Study curriculum for our Finance juniors. During this eight month period, the company provides instructors, resources and a $10,000 scholarship. Chick-Fil-A donates funding for the purchase of curriculum and student activities. Scholarships funds are raised through our partnership with OneBlood. In addition, to our academic partnerships, we are proud to have numerous business and families providing resources for our Athletic programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Sheffield, Glenda	Principal
Lloyd, Maria	Assistant Principal
Dujon, Richard	Dean
Farrell, Shannon	Teacher, Career/Technical
Geiger, Edmund	Dean
Gilbert, Sharina	Assistant Principal
Graydon, Dwight	Assistant Principal
Panichella, Amy	Teacher, ESE
Saavedra, MaryFaith	Guidance Counselor
Smith, Michael	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY16 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets will focus attention on areas in need of improvement.Topics for discussion include, but are not limited to the following:
1. FSA and EOC scores of students scoring below proficiency
2. School Grade Data and FY16 Targets
3. Strengthens and weaknesses of intensive programs and interventions
4. Mentoring, tutoring and other resources
5. Monitoring behavior, attendance and suspension rate

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g.,Teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
** Problem Solving Model
The four steps of the Problem Solving Model are:
1. Problem Identification entails identifying the problem and the desired behavior for the student.

2. Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

3. Describe how the RtI Problem-solving process is used in developing and implementing the SIP.

4. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

William T. Dwyer High School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating an act of kindness or support for their fellow classmate(s). Additional programs include National Honor Society tutoring in any subject area and math tutoring every week after school. EOC, PERT and FSA tutorials will begin in September 2015 and end in May 2016.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sheryl Purcell	Parent
Julie Littky-Rubin	Business/Community
Lisa Devaney	Parent
Elizabeth Rodgers	Parent
Cristy Hobbs	Parent
MaryAnn Lucarini	Parent
Karen Holmes	Business/Community
Giovanna Simm	Parent
Bari Levitt	Parent
Glenda Sheffield	Principal
Cindy Robinson	Teacher
Ellen Meehan	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The goal for FY15 was to increase learning gains in Algebra 1 and Geometry. Although the state removed the learning gains component from the school grading accountability system, data was reported using "mean" scores. However, Algebra 1 reports a proficiency score and 10th Grade Reading reported a pass/fail score. Dwyer students performed significantly lower than the state and the district in Algebra 1. Only 54% of Dwyer students met proficiency in Algebra 1 while the district percent was 70 and the state was 67. Below are the FY15 results for the tested subject areas:

Algebra 1 - 54% proficient
Geometry - Mean score 50
Algebra 2 - Mean score 50
ELA 10th Grade - 61% proficient
ELA 9th Grade - Mean score 52
Biology - 71% proficient
US History - 75% proficient

Development of this school improvement plan

Members of the School-based Leadership Team (SBLT) will meet with the School Advisory Council (SAC) and will help develop the SY16 SIP. Utilizing previous year's data, information on student performance targets will be discussed to focus attention on deficient areas . Topics for discussion include, but are not limited to, the following:
1. Students scoring below proficiency on District Diagnostics in 9th and 10th ELA/FSA and EOC/FSA subject areas
2. Increasing industry certification and Accelerated Courses (AICE, AP, IB and Dual Enrollment)
3. Strengthens and weaknesses of intensive programs
4. Mentoring, tutoring and additional resources

Preparation of the school's annual budget and plan

SAC funds are used to pay teachers to tutor after school in reading, algebra, geometry and biology. Students are identified using diagnostic results, grades and teacher recommendation. Students and parents are notified and presented with tutorial options on campus and additional online resources. Any money not used for tutoring was returned to the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sheffield, Glenda	Principal
Lloyd, Maria	Assistant Principal
Farrell, Shannon	Teacher, Career/Technical
Saavedra, MaryFaith	Guidance Counselor
Gilbert, Sharina	Assistant Principal
Graydon, Dwight	Assistant Principal
Smith, Michael	Assistant Principal
Guadalupe, Khamisi	Teacher, K-12
Blatt, Ellen	Teacher, K-12
Goode, Mary	Teacher, K-12
Panichella, Amy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes administrators, teacher leaders from each department, ESE members, guidance counselors and the choice coordinator. The team uses data to establish the literacy goals and implement meaningful professional development for teachers. Once the goals have been established, the team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through curriculum nights, professional development, leaders coaching and/or modeling, summer literacy assignments, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. We are utilizing district instructional personnel to support our English, Reading and math departments as they implement the new FSA standards and assessments. They are also training teachers on LTM days and modeling instruction in the classroom.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

• Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
• Participate in job fairs, interview training and personnel workshops designed to expedite the identification of the most talented instructional applicants
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews and recruitment events
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and

increase instructional time
• Establish and maintain relationships with colleges and officials in the field of education to promote the District
• Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
An administrator oversees the new teacher mentoring program and meets regularly with mentors and new teachers. New teachers are paired with experienced/positive teachers based on subject matter. Mentor teachers provide support, guidance, and feedback throughout the completion of the program to the new teacher. Assignments are completed throughout the first year and submitted at the end of the year to determine program completion.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. English, reading and math teachers have received district support and training based on the Item Specifications and textbook and/or program adoptions for FY16. Whole group support and individual support (when needed) will continue during learning team meetings, teacher work days and during teachers' instructional time throughout the year.
Teachers in English are utilizing a new district textbook adoption (HMH) series in grades 9-12. This collection of textbooks and resource materials are aligned to the new Florida State Assessment Standards. Teacher lesson plans developed on Learning Village are also aligned to the new textbook series for reading and writing based on the new Florida Standards Assessments (FSA).
Reading teachers are utilizing a new program purchased by the district called Reading Plus. This intensive program is designed for students who have not demonstrated reading proficiency based on last year's FSA assessment. Reading teachers are also following the new FSA standards and utilizing the state's Item Specifications to ensure benchmark coverage for the new assessment. English and Reading teachers continue to infuse ACT and SAT prep within their curriculum in order to prepare

students for college and provide additional opportunities for students to meet their reading graduation requirement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs (Reading Plus Program)
•Creating a schedule with an uninterrupted 90 minute reading and writing block
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on their reading levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Students will be selected for after school tutoring based on a combination of last year's EOC/ELA/FSA data and this year's diagnostic data on the FSQ's. Students not demonstrating proficiency on either assessment will be given a letter indicating non-proficiency and the opportunity for after school support in those tested areas. These students are strongly encouraged to participate in our After School Tutorial program. The After School Tutorial program begins in September for PERT and January for all state assessed subject areas. After School Tutorial Programs for any subject are currently offered through the Math and National Honor Society.

Strategy Rationale

To provide additional support for students not demonstrating proficiency in reading, writing and math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sheffield, Glenda, glenda.sheffield@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Mid-year diagnostic data, teacher assessments, progress/report card grades will be used to determine whether students have demonstrated mastery in FSA/ELA and EOC tested areas. Students not demonstrating mastery will be expected to attend after school tutorials in those subject areas.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
Guidance counselors and administrators regularly monitor student progress through Graduation Status Reports (grades 9-12), GradeQuick, TERMs and teacher/student conferences. Counselors assess their students at each semester and during course selection for the upcoming year to evaluate course completion and success. Students who have not demonstrated success develop a plan with their counselor and/or administrator and are enrolled in credit recovery.

College and Career Readiness

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

William T. Dwyer High School High School offers students a diverse education that works to meet all students where they are and help them be successful. Regular, remedial, honors and advanced placement courses are offered for all students and are assigned based on need and student choice. Elective courses, such as Journalism, Debate, Anatomy and Physiology, Marine Science, and a diverse selection of World Language and Fine Arts classes, give students the ability to try new things and discover new talents. William T. Dwyer High School also houses several choice programs and Academies that prepare students for both college and careers. Through the guidance department students are empowered to choose courses that are both meaningful and will also fulfill the requirements for graduation and/or scholarships. The guidance department hosts several college and vocational school informational presentations throughout the year along with classroom presentations to discuss graduation requirements and college information. Individual meetings are scheduled throughout the year to discuss each child's individual track and select courses that best meet the child's needs and potential.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

William T. Dwyer houses several programs and offers many classes that help students understand how what they are learning is relevant to their lives after high school. The Academy of Finance, liberal arts and college readiness classes teach students the importance of understanding mathematics for life beyond high school. Students learn how to compute a family budget and how to develop a business plan. Intensive Reading classes give students the support they need to read fluently and on grade level, a vital skill for any student moving onto college or entering the work force. The Construction, Early Childhood and Education, and Culinary Arts academies prepare students to enter the work force immediately following high school, should they choose not to go onto college; however, should students move onto a university or two year program, these academies give students the pre-requisite knowledge they need to be successful. The International Baccalaureate Program, Advanced Placement, and AICE courses teach students how to think beyond a single subject area, developing their reading, writing and logic skills all at once. Further, these classes provide students with the knowledge needed to think about the world as a interconnected political and economic unit, developing the thought processes necessary for students to be successful leaders in business, politics and non-profit work, not to mention preparing students for the rigor of college. Further, the programs currently serviced by ESE at. William T. Dwyer High School for our Profoundly Mentally Handicapped, Trainable Mentally Handicapped, Educable Mentally Handicapped, Specific Learning Disabilities, Speech/Language Impaired, Varying Exceptionalities, and Autistic enable students to leave high school, for the most part, as productive citizens.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

WTDHS plans to offer more college readiness and liberal arts math courses and provide professional development for teachers to increase the rigor in those classes. Data analysis will be used throughout the year with the goal to increase student achievement and the rigor of instruction.
In order to increase the graduation rate and number of students graduating with a standard diploma Dwyer plans to:
?Increase knowledge of parents about students' progress and graduation requirements through curriculum nights each semester.
?Increase the communication between guidance and students to monitor students' progress.
?Schedule students based on recommendations, historical data and class pathways to ensure students have the required basic skills to move onto the next class.
?Monitor student progress throughout the school year to allow for remediation prior to exams.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

• Provide teachers with additional resources and professional growth opportunities to ensure an in-depth understanding of the new Florida State Standards in reading and math
• Increase professional development opportunities for AICE, IB, AP and Dual Enrollment
• Increase the number of college level courses offered to the curriculum every year
• Increase student enrollment in college level courses
• Increase parent/student night opportunities to showcase advanced curriculum courses and college readiness
• Increase the number of students attending the Florida college tour
• Utilize social media site to advertise and promote SAT and ACT study sessions and access to free resources
• Identify students early in the year who are not on track for graduation and provide interventions, support and resources

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase reading and writing proficiency across the curriculum as measured by the FSA in grades 9-10.

G2.   Increase math proficiency as measured by the FSA/EOC assessments in Algebra 1, Algebra 2 and Geometry.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase reading and writing proficiency across the curriculum as measured by the FSA in grades 9-10.
1a

🔍 G070098

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- District support for teachers
- Professional development (trainings, workshops, classroom observation of master teachers, modeling)
- Blender
- After school tutorials

Targeted Barriers to Achieving the Goal 3

- Lack of technology

Plan to Monitor Progress Toward G1. 8

Increased exposure to online resources, teacher made online assessments and improvement from fall to winter FSA diagnostics.

Person Responsible
Glenda Sheffield

Schedule
Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion
FSQ data and winter FSA diagnostics

G2. Increase math proficiency as measured by the FSA/EOC assessments in Algebra 1, Algebra 2 and Geometry. 1a

🔍 G070099

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	77.0

Resources Available to Support the Goal 2

- District professional development opportunities

- Blender

- Subject area Item Specifications

Targeted Barriers to Achieving the Goal 3

- Rapid pacing of benchmark coverage

Plan to Monitor Progress Toward G2. 8

GradeQuick reports, diagnostic results and online tutorial reports

Person Responsible
Glenda Sheffield

Schedule
Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion
Gradequick reports, diagnostic results and online tutorial reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase reading and writing proficiency across the curriculum as measured by the FSA in grades 9-10. 1

🔑 G070098

G1.B1 Lack of technology 2

🔑 B182434

G1.B1.S1 Develop a more efficient process for increasing computer access for classroom instruction and student access. Provide teachers with classroom labs during planning periods. Create a rotating mobile cart schedule that permits access to the English and reading departments. 4

🔑 S194173

Strategy Rationale

Teachers have a new curriculum that requires daily computer access for students. Students must also practice new testing online requirements for FSA in reading and writing.

Action Step 1 5

Teachers and students will have more access to technology.

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Schedule for computer lab access

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Increased utilization of computer labs and classroom labs

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Students have increased opportunities for computer usage in classrooms, labs and the media center.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review teacher computer lab schedule for equity and frequency.

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Scheduled lab access

G2. Increase math proficiency as measured by the FSA/EOC assessments in Algebra 1, Algebra 2 and Geometry. 1

🔑 G070099

G2.B2 Rapid pacing of benchmark coverage 2

🔑 B182438

G2.B2.S1 Create additional time and support for students not demonstrating success in math. 4

🔑 S194174

Strategy Rationale

Not all students have the same skill set or background knowledge in math. Opportunities must be provided during the school day for review and reteaching math skills.

Action Step 1 5

Using data and teacher recommendation, Identify students in need of additional support in math and develop/assign online tutorials specific to the students' needs.

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Proficient FSA/EOC scores in math.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor progress of online tutorial completions

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Progress reports, diagnostic results and tutorial reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Follow progress of identified students through GradeQuick and tutorial reports

Person Responsible

Glenda Sheffield

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Test grades, diagnostic results and online tutorial reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers and students will have more access to technology.	Sheffield, Glenda	9/1/2015	Schedule for computer lab access	5/31/2016 daily
G2.B2.S1.A1	Using data and teacher recommendation, Identify students in need of additional support in math and develop/assign online tutorials specific to the students' needs.	Sheffield, Glenda	9/1/2015	Proficient FSA/EOC scores in math.	5/31/2016 daily
G1.MA1	Increased exposure to online resources, teacher made online assessments and improvement from fall to winter FSA diagnostics.	Sheffield, Glenda	9/1/2015	FSQ data and winter FSA diagnostics	5/31/2016 daily
G1.B1.S1.MA1	Review teacher computer lab schedule for equity and frequency.	Sheffield, Glenda	9/1/2015	Scheduled lab access	5/31/2016 daily
G1.B1.S1.MA1	Increased utilization of computer labs and classroom labs	Sheffield, Glenda	9/1/2015	Students have increased opportunities for computer usage in classrooms, labs and the media center.	5/31/2016 daily
G2.MA1	GradeQuick reports, diagnostic results and online tutorial reports	Sheffield, Glenda	9/1/2015	Gradequick reports, diagnostic results and online tutorial reports	5/31/2016 daily
G2.B2.S1.MA1	Follow progress of identified students through GradeQuick and tutorial reports	Sheffield, Glenda	9/1/2015	Test grades, diagnostic results and online tutorial reports	5/31/2016 daily
G2.B2.S1.MA1	Monitor progress of online tutorial completions	Sheffield, Glenda	9/1/2015	Progress reports, diagnostic results and tutorial reports	5/31/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase math proficiency as measured by the FSA/EOC assessments in Algebra 1, Algebra 2 and Geometry.

G2.B2 Rapid pacing of benchmark coverage

G2.B2.S1 Create additional time and support for students not demonstrating success in math.

PD Opportunity 1

Using data and teacher recommendation, Identify students in need of additional support in math and develop/assign online tutorials specific to the students' needs.

Facilitator

Math teacher

Participants

Non-proficient students in Algebra 1, Algebra 2 and Geometry

Schedule

Daily, from 9/1/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase reading and writing proficiency across the curriculum as measured by the FSA in grades 9-10.

G1.B1 Lack of technology

G1.B1.S1 Develop a more efficient process for increasing computer access for classroom instruction and student access. Provide teachers with classroom labs during planning periods. Create a rotating mobile cart schedule that permits access to the English and reading departments.

PD Opportunity 1

Teachers and students will have more access to technology.

Facilitator

Administration

Participants

English and reading departments and all students

Schedule

Daily, from 9/1/2015 to 5/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers and students will have more access to technology.	$0.00
2	G2.B2.S1.A1	Using data and teacher recommendation, Identify students in need of additional support in math and develop/assign online tutorials specific to the students' needs.	$0.00
		Total:	$0.00