

The School District of Palm Beach County

William T. Dwyer High School



2016-17 Schoolwide Improvement Plan

William T. Dwyer High School

13601 N MILITARY TRL, Palm Beach Gardens, FL 33410

<https://wtdh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	11
Effective Leadership	12
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	45

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for William T. Dwyer High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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:

- Holocaust and Multicultural Studies
- International Baccalaureate Diploma Program
- 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
- Model UN Club
- Key Club
- Team Sports Ministry
- International Baccalaureate Student Union

WTDHS will also host a French exchange program for students March 3-16, 2017.

WTDHS implements Single School Culture processes and procedures. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

1. Articulation of academic targets – unpacking of standards
2. Development of a data stream
3. Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
4. Alignment of curriculum/instruction/assessment to standards

5. Sharing strategies for corrective instruction

The school integrates Single School Cultural by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communication with parents, and monitoring SwPBS.

The Principal ensures that relationship-building is a clear priority and engages community stakeholders in assessing the current state of the cultural awareness and student-teacher relationship. Teachers will embed cultural activities within curriculum and daily course work. The

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

- Teacher, administrative and support staff 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 and administration.

COLLEGE CULTURE

- ACT Saturday Prep course provided for students on campus (funded by We Are Dwyer Foundation) in preparation of October 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, Jupiter 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. Dual Enrollment courses are available to students through Palm Beach State College.
- Student's college acceptance is recognized on the College Wall in the guidance office.
- 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 and meet individually with students 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.

WTDHS 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.

c. 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, policies 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 mail room.

d. 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.

3. Early Warning Systems

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

a. 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

- Parent notification
- Refer to guidance counselors (credit summary review)

- Refer to tutoring
- Enroll in credit recovery course

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	14	30	24	86	
One or more suspensions	0	0	0	0	0	0	0	0	0	82	79	82	49	292	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	186	161	202	112	661	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	166	171	156	21	514	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	131	127	143	50	451

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

Teachers communicate through the schools online student/parent system, Edline. Teachers must update grades on Edline 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 as needed and every Tuesday after school in Media Center
- Weekly reports
- Tutoring (teacher, peer, NHS, MHS, FSA, EOC)
- Peer Mentoring
- Credit recovery
- Monitoring of FSQ, USA and Reading Plus assessment systems

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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)
- Edline
- Quarterly progress reports
- Report cards
- EOC/FCAT score reports
- Senior Parent Letters (graduation requirements)
- Social media (Facebook, Instagram & Twitter)
- Weekly Parent Link

2. 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 within 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.

- Open House Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with quarterly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 9 week period
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status
- Teachers participate in professional development training to increase positive relationships with parents
- Administrative Staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at-risk males in activities designed to increase our graduation rate.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Depasquale, Joe	Principal
Dujon, Richard	Dean
Farrell, Shannon	Assistant Principal
Geiger, Edmund	Dean
Gilbert, Sharina	Assistant Principal
Graydon, Dwight	Assistant Principal
Saavedra, MaryFaith	School Counselor
Smith, Michael	Assistant Principal
Shuhaiber, Salam	Teacher, Career/Technical
Huff, Chris	Teacher, ESE

b. Duties

1. 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 SY17 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 FY17 Targets
3. Strengthens and weaknesses of intensive programs and interventions
4. Mentoring, tutoring and other resources
5. Monitoring behavior, attendance and suspension rate

2. 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, Rtl/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 Rtl Leadership Team in the development and implementation of the school improvement plan.
3. Describe how the Rtl 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 2016 and end in May 2017.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Elizabeth Rodgers	Parent
MaryAnn Lucarini	Parent
Cynthia Robinson	Teacher
Joesph DePasquale	Principal
Alexandra James	Parent
Amy Panichella	Business/Community
Christine Huff	Teacher
Sharon MacDonald	Parent
Janice Long	Parent
Sandy Pittman-Salow	Teacher
Michelle Walgreen	Business/Community
Sharain Newman	Parent
Donna Masterson	Teacher
Corrine Licata	Business/Community
Lisa Elbin	Parent
Dodi Glas	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The first goal for FY16 was to increase reading and writing proficiency across the curriculum as measured by the FSA in grades 9-10. In SY16, Dwyer's ELA FSA proficiency rate decreased by 5 percentage points from SY15. Compared to 60% proficient rate in SY15, 55% of Dwyer students earned passing scores on the FSA ELA in SY16.

The school's second goal was to increase math proficiency as measured by the EOC assessments in Algebra 1, Algebra 2, and Geometry. On the Math EOCs, Dwyer's proficient increased seven percentage points. Compared to 47% passing rate in SY15, 54% of Math EOC students received a passing score in SY16.

Below are the FY16 results for the tested subject areas:

Math EOCs - 54% proficient

ELA FSA - 55% proficient

Biology - 64% proficient

US History - 68% proficient

b. 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 SY17 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 FSQs, USAs, and 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

c. Preparation of the school's annual budget and plan

The SAC budget is created during the development of the SIP. SAC funds are used to pay teachers to tutor after school in reading, algebra, geometry and biology. Tutoring 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. Funds are also used to purchase curriculum and resources for the schools increase ELL program.

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

During SY16 SAC approved \$20,245.75 from the School Improvement Fund to be spent on after school tutoring personnel and classroom resources. The following list the projects:

Tutoring Personnel 10,261.42
Classroom Enrichment Materials 2,227.50
ESE Life skills materials 470.34
Media Center Resources 704.01
ELA Novels 969.98

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

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

The SAC membership currently in not in compliance with the required membership representing the black community. The school leadership and SAC membership will actively recruit community members to join the committee who reflect the community demographics.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Depasquale, Joe	Principal
Farrell, Shannon	Assistant Principal
Saavedra, MaryFaith	School Counselor
Gilbert, Sharina	Assistant Principal
Graydon, Dwight	Assistant Principal
Smith, Michael	Assistant Principal
Guadalupe, Khamisi	Teacher, K-12
Goode, Mary	Teacher, K-12
Robinson, Cindy	Teacher, K-12
Huff, Chris	Teacher, ESE
Samartino, Krisitin	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team includes administrators, teacher leaders from each department, ESOL members, 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.

D. Public and Collaborative Teaching

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

1. 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 Professional Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. 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 between special education teachers, general education teachers and related service providers as appropriate.

2. 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

- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 FY17. Whole group support and individual support (when needed) will continue during Professional Learning Communities (PLCs), professional development days and during teachers' instructional time throughout the year.

Teachers in English are utilizing the 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 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.

b. Instructional Strategies

1. 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

2. 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 FSQs and USAs. 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, biology, US history, math and industry certifications.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Graydon, Dwight, dwight.graydon@palmbeachschools.org

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

Mid-year diagnostic data, FSQs, USAs, 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.

Strategy: Weekend Program

Minutes added to school year:

Students will be selected for Saturday Success Academy based on a combination of last year's EOC/ELA/FSA data and this year's diagnostic data on the FSQs and USAs. 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. Academies will begin in January as an extension to the after school tutoring program.

Strategy Rationale

To provide additional support for students not demonstrating proficiency in reading, writing, biology, US history, math and industry certifications.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Geiger, Edmund, edmund.geiger@palmbeachschools.org

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

Mid-year diagnostic data, FSQs, USAs, 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.

Strategy: Summer Program

Minutes added to school year:

E2020 Credit Recovery Program will be offered to at risk students who are in need of an additional opportunity to gain credits for required core courses. The program targets seniors that are at risk of not graduating due to missing course credits.

Strategy Rationale

E2020 courses allow students the opportunity to gain course credits at an accelerated rate. This opportunity allows at risk students to meet graduation requirements.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Geiger, Edmund, edmund.geiger@palmbeachschools.org

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

E2020 student achievement data will be analyzed and summer graduation rate will be evaluated to determine success of program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

- The school promotes and recruits increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), International Baccalaureate® (IB) coursework and Dual Enrollment.
- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students.
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school) and Realizing the College Dream (high school) curricula, providing strategies to help them achieve their post secondary goals
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals

2. 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.

3. 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.
- School based team review and provide assistance to specific students as needed
- Afterschool/Saturday college readiness workshops for students
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we foster post-graduate success.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we foster post-graduate success. 1a

G083801

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	70.0
4-Year Grad Rate (Standard Diploma)	93.0

Targeted Barriers to Achieving the Goal 3

- Lack of technology
- Performance Matters teacher knowledge and experience
- Industry Certification teachers knowledge and experience with online curriculum platforms
- Extra instruction time for lowest 25% of students
- Teacher knowledge and experience with ELL strategies and curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development (trainings, workshops, classroom observation of master teachers, modeling)
- Blender - access to curriculum scope and sequence and assessment calendar
- After school tutorials
- District Performance Matters, EDW and curriculum specialist support for teachers

Plan to Monitor Progress Toward G1. 8

Increased exposure to online resources, assessments and implementation of differentiated instruction.

Person Responsible

Joe Depasquale

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

FSQ, USA, diagnostic data and Industry Certification results

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. If we deliver effective and relevant instruction to meet the needs of all students, then we foster post-graduate success. 1

G083801

G1.B1 Lack of technology 2

B222634

G1.B1.S1 Develop a more efficient process for increasing computer access for classroom instruction and student access. Create a rotating mobile cart schedule that permits access for core tested subjects.

4

S234908

Strategy Rationale

Classes have curriculum that requires daily computer access for students. Students must also practice new testing online requirements for FSA, Reading Plus and USA for English, Reading, Math, Biology and US History

Action Step 1 5

Teachers and students will have more access to technology through the use of mobile carts.

Person Responsible

Shannon Farrell

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Schedule for computer labs and mobile carts. Increased participation in online FSA and USA assessments.

Action Step 2 5

Career classrooms will be updated with new computers and older computers will be disbursed into core classrooms.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 11/1/2016 to 11/30/2016

Evidence of Completion

Core classrooms will have 2-3 computers in each room.

Action Step 3 5

A new computer lab will be added in the media center classroom for core teachers to use for online assessments.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 10/1/2016 to 10/28/2016

Evidence of Completion

Computer lab schedule and increase in FSQ and USA data.

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

Increased utilization of mobile labs and classrooms labs by core subject areas.

Person Responsible

Shannon Farrell

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

FSQ and USA online assessment data will increase.

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

Review teacher computer lab schedule for equity and frequency. In addition, review FSQ and USA assessment data in Performance Matters.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Scheduled lab access and performance matters FSQ and USA data.

G1.B2 Performance Matters teacher knowledge and experience 2

 B222635

G1.B2.S1 Provide opportunities to teachers to work with Performance Matters/EDW specialist and experienced teachers. 4

 S234909

Strategy Rationale

Increase knowledge of Performance Matters will allow increased data analysis and assessment usage by teachers

Action Step 1 5

Performance Matters and EDW training for tested area teachers

Person Responsible

Shannon Farrell

Schedule

On 8/30/2016

Evidence of Completion

Teachers will be able to access FSQ, USA and student data from Performance Matters and EDW

Action Step 2 5

Teachers will work within PLCs to share data analysis strategies

Person Responsible

Shannon Farrell

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC participation and FSQ/USA student data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review of student FSQ and USA student and teacher data.

Person Responsible

Joe Depasquale

Schedule

Weekly, from 9/15/2016 to 5/31/2017

Evidence of Completion

Increased usage of FSQ and USA assessments by all tested core area teachers.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Reviewing teacher and student data on FSQ and USA assessments.

Person Responsible

Joe Depasquale

Schedule

Weekly, from 9/15/2016 to 5/31/2017

Evidence of Completion

FSQ and USA results will be accessed in Performance Matters and analyzed across school and district.

G1.B3 Industry Certification teachers knowledge and experience with online curriculum platforms 2

 B222636

G1.B3.S1 Industry Certification teachers will participate in District professional development workshops.

4

 S234910

Strategy Rationale

Teachers will increase knowledge of Industry Certification standards, strategies and online platforms through professional development opportunities.

Action Step 1 5

Teachers will attend various Professional Development district workshops for Microsoft Office and Adobe Photoshop

Person Responsible

Salam Shuhaiber

Schedule

Quarterly, from 9/9/2016 to 4/28/2017

Evidence of Completion

Agenda and work sample of activities completed at workshops.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Industry Certification teachers will increase number of assessments administered throughout the year.

Person Responsible

Salam Shuhaiber

Schedule

Quarterly, from 9/15/2016 to 4/28/2017

Evidence of Completion

Student assessment data will be monitored on Certiport for participation and achievement.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Academies Coordinator will access the Certiport database for increase participation in assessments.

Person Responsible

Salam Shuhaiber

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Student assessment results will be analyzed from Certiport.

G1.B3.S2 Industry Certification teachers will participate in Professional Learning Communities during common planning period. 4

 S234911

Strategy Rationale

Through PLCs teachers will share best practices, strategies and analysis student assessment data to increase pass rates on Industry Certifications.

Action Step 1 5

The master schedule will be developed to allow Information Technology teachers to have common planning to support collaboration.

Person Responsible

Shannon Farrell

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC observation of participation

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The assistance principal will meet regularly with the PLC to provide support and encourage participation.

Person Responsible

Shannon Farrell

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC Observation and classroom observation

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Industry Certification results will be monitored through Certiport

Person Responsible

Salam Shuhaiber

Schedule

Every 3 Weeks, from 11/1/2016 to 6/2/2017

Evidence of Completion

Students data from industry certification results will be reviewed and analyzed

G1.B4 Extra instruction time for lowest 25% of students **2**

 B222637

G1.B4.S1 Offer after school tutoring for all core tested area students and industry certification students.

4

 S234912

Strategy Rationale

Increase instruction and small group instruction will have a positive impact of academic achievement for our lowest 25%.

Action Step 1 **5**

After school tutoring for PERT assessments.

Person Responsible

Dwight Graydon

Schedule

Daily, from 9/5/2016 to 9/16/2016

Evidence of Completion

Student attendance

Action Step 2 **5**

Implementation of after school tutoring for core tested areas.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 10/17/2016 to 5/12/2017

Evidence of Completion

Student attendance

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Identify students that are in need extra instruction in core tested area are in attendance at tutoring sessions.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 10/10/2016 to 5/12/2017

Evidence of Completion

Tutoring session attendance and FSQ/USA assessments

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student assessment and diagnostic will be monitored for improvement.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 11/1/2016 to 5/31/2017

Evidence of Completion

FSQ, USA and diagnostics data

G1.B5 Teacher knowledge and experience with ELL strategies and curriculum **2**

 B222638

G1.B5.S1 Provide opportunities for teachers to increase knowledge of ELL strategies and curriculum. **4**

 S234913

Strategy Rationale

Increase knowledge of ELL strategies and curriculum will provide greater opportunity for ELL students to receive appropriate instruction for increased academic achievement.

Action Step 1 **5**

Provide training from district ESOL specialist to teachers in developing classroom strategies and differentiating instruction.

Person Responsible

Shannon Farrell

Schedule

On 10/13/2016

Evidence of Completion

Professional development sign in sheet and classroom observations

Action Step 2 **5**

Implement ELL online curriculum to reinforce classroom instruction.

Person Responsible

Krisitin Samartino

Schedule

Weekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Classroom observations and assessment data

Action Step 3 5

Develop ESOL Coordinator and CLF schedule to support ELL students and teachers.

Person Responsible

Shannon Farrell

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom observations and assessment data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom instruction will reflect implementation of ELL strategies and differentiated instruction.

Person Responsible

Shannon Farrell

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

ELL student assessments will be analyzed to reflect gains from differentiated instruction.

Person Responsible

Schedule

Weekly, from 11/1/2016 to 6/2/2017







Evidence of Completion

ELL student assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A302707	Performance Matters and EDW training for tested area teachers	Farrell, Shannon	8/30/2016	Teachers will be able to access FSQ, USA and student data from Performance Matters and EDW	8/30/2016 one-time
G1.B4.S1.A1 A302711	After school tutoring for PERT assessments.	Graydon, Dwight	9/5/2016	Student attendance	9/16/2016 daily
G1.B5.S1.A1 A302713	Provide training from district ESOL specialist to teachers in developing classroom strategies and...	Farrell, Shannon	10/13/2016	Professional development sign in sheet and classroom observations	10/13/2016 one-time
G1.B1.S1.A3 A302706	A new computer lab will be added in the media center classroom for core teachers to use for online...	Farrell, Shannon	10/1/2016	Computer lab schedule and increase in FSQ and USA data.	10/28/2016 weekly
G1.B1.S1.A2 A302705	Career classrooms will be updated with new computers and older computers will be disbursed into...	Farrell, Shannon	11/1/2016	Core classrooms will have 2-3 computers in each room.	11/30/2016 weekly
G1.B3.S1.MA1 M307335	Industry Certification teachers will increase number of assessments administered throughout the...	Shuhaiber, Salam	9/15/2016	Student assessment data will be monitored on Certiport for participation and achievement.	4/28/2017 quarterly
G1.B3.S1.A1 A302709	Teachers will attend various Professional Development district workshops for Microsoft Office and...	Shuhaiber, Salam	9/9/2016	Agenda and work sample of activities completed at workshops.	4/28/2017 quarterly
G1.B4.S1.MA1 M307339	Identify students that are in need extra instruction in core tested area are in attendance at...	Farrell, Shannon	10/10/2016	Tutoring session attendance and FSQ/USA assessments	5/12/2017 weekly
G1.B4.S1.A2 A302712	Implementation of after school tutoring for core tested areas.	Farrell, Shannon	10/17/2016	Student attendance	5/12/2017 weekly
G1.MA1 M307342	Increased exposure to online resources, assessments and implementation of differentiated...	Depasquale, Joe	9/1/2016	FSQ, USA, diagnostic data and Industry Certification results	5/31/2017 weekly
G1.B1.S1.MA1 M307330	Review teacher computer lab schedule for equity and frequency. In addition, review FSQ and USA...	Farrell, Shannon	9/1/2016	Scheduled lab access and performance matters FSQ and USA data.	5/31/2017 weekly
G1.B1.S1.MA1 M307331	Increased utilization of mobile labs and classrooms labs by core subject areas.	Farrell, Shannon	9/1/2016	FSQ and USA online assessment data will increase.	5/31/2017 daily
G1.B1.S1.A1 A302704	Teachers and students will have more access to technology through the use of mobile carts.	Farrell, Shannon	9/1/2016	Schedule for computer labs and mobile carts. Increased participation in online FSA and USA assessments.	5/31/2017 daily
G1.B2.S1.MA1 M307332	Reviewing teacher and student data on FSQ and USA assessments.	Depasquale, Joe	9/15/2016	FSQ and USA results will be accessed in Performance Matters and analyzed across school and district.	5/31/2017 weekly
G1.B2.S1.MA1 M307333	Review of student FSQ and USA student and teacher data.	Depasquale, Joe	9/15/2016	Increased usage of FSQ and USA assessments by all tested core area teachers.	5/31/2017 weekly
G1.B2.S1.A2 A302708	Teachers will work within PLCs to share data analysis strategies	Farrell, Shannon	9/1/2016	PLC participation and FSQ/USA student data	5/31/2017 biweekly
G1.B4.S1.MA1 M307338	Student assessment and diagnostic will be monitored for improvement.	Farrell, Shannon	11/1/2016	FSQ, USA and diagnostics data	5/31/2017 weekly
G1.B3.S2.MA1 M307337	The assistance principal will meet regularly with the PLC to provide support and encourage...	Farrell, Shannon	9/1/2016	PLC Observation and classroom observation	5/31/2017 biweekly
G1.B3.S2.A1 A302710	The master schedule will be developed to allow Information Technology teachers to have common...	Farrell, Shannon	9/1/2016	PLC observation of participation	5/31/2017 biweekly

Palm Beach - 2201 - William T. Dwyer High School - 2016-17 SIP
William T. Dwyer High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1  M307334	Academies Coordinator will access the Certiport database for increase participation in assessments.	Shuhaiber, Salam	10/1/2016	Student assessment results will be analyzed from Certiport.	6/2/2017 biweekly
G1.B5.S1.MA1  M307340	ELL student assessments will be analyzed to reflect gains from differentiated instruction.		11/1/2016	ELL student assessment data	6/2/2017 weekly
G1.B5.S1.MA1  M307341	Classroom instruction will reflect implementation of ELL strategies and differentiated instruction.	Farrell, Shannon	9/26/2016	Classroom observations	6/2/2017 weekly
G1.B5.S1.A2  A302714	Implement ELL online curriculum to reinforce classroom instruction.	Samartino, Krisitin	10/1/2016	Classroom observations and assessment data	6/2/2017 weekly
G1.B5.S1.A3  A302715	Develop ESOL Coordinator and CLF schedule to support ELL students and teachers.	Farrell, Shannon	9/26/2016	Classroom observations and assessment data	6/2/2017 daily
G1.B3.S2.MA1  M307336	Industry Certification results will be monitored through Certiport	Shuhaiber, Salam	11/1/2016	Students data from industry certification results will be reviewed and analyzed	6/2/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we foster post-graduate success.

G1.B2 Performance Matters teacher knowledge and experience

G1.B2.S1 Provide opportunities to teachers to work with Performance Matters/EDW specialist and experienced teachers.

PD Opportunity 1

Performance Matters and EDW training for tested area teachers

Facilitator

Tiffany Latimore

Participants

English, Math, Biology, US History, Reading teachers and all Administrators

Schedule

On 8/30/2016

PD Opportunity 2

Teachers will work within PLCs to share data analysis strategies

Facilitator

PLC Leads

Participants

English, Math, Biology, US History, Reading teachers and Administrators

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G1.B3 Industry Certification teachers knowledge and experience with online curriculum platforms

G1.B3.S1 Industry Certification teachers will participate in District professional development workshops.

PD Opportunity 1

Teachers will attend various Professional Development district workshops for Microsoft Office and Adobe Photoshop

Facilitator

Career Specilist

Participants

Industry Certification Teachers

Schedule

Quarterly, from 9/9/2016 to 4/28/2017

G1.B3.S2 Industry Certification teachers will participate in Professional Learning Communities during common planning period.

PD Opportunity 1

The master schedule will be developed to allow Information Technology teachers to have common planning to support collaboration.

Facilitator

Shannon Farrell

Participants

IT Teachers

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G1.B5 Teacher knowledge and experience with ELL strategies and curriculum

G1.B5.S1 Provide opportunities for teachers to increase knowledge of ELL strategies and curriculum.

PD Opportunity 1

Provide training from district ESOL specialist to teachers in developing classroom strategies and differentiating instruction.

Facilitator

Lynette Matey

Participants

All teachers

Schedule

On 10/13/2016

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we foster post-graduate success.

G1.B1 Lack of technology

G1.B1.S1 Develop a more efficient process for increasing computer access for classroom instruction and student access. Create a rotating mobile cart schedule that permits access for core tested subjects.

TA Opportunity 1

Teachers and students will have more access to technology through the use of mobile carts.

Facilitator

Administration

Participants

English, Reading, Math, US History, and Biology classes

Schedule

Daily, from 9/1/2016 to 5/31/2017

TA Opportunity 2

Career classrooms will be updated with new computers and older computers will be disbursed into core classrooms.

Facilitator

Administration and IT

Participants

Core Subject Area classrooms

Schedule

Weekly, from 11/1/2016 to 11/30/2016

TA Opportunity 3

A new computer lab will be added in the media center classroom for core teachers to use for online assessments.

Facilitator

Administration and IT

Participants

Core Subject Area classrooms

Schedule

Weekly, from 10/1/2016 to 10/28/2016

G1.B4 Extra instruction time for lowest 25% of students

G1.B4.S1 Offer after school tutoring for all core tested area students and industry certification students.

TA Opportunity 1

After school tutoring for PERT assessments.

Facilitator

Jennifer May-Smith

Participants

Students

Schedule

Daily, from 9/5/2016 to 9/16/2016

TA Opportunity 2

Implementation of after school tutoring for core tested areas.

Facilitator

Shannon Farrell

Participants

Students

Schedule

Weekly, from 10/17/2016 to 5/12/2017

G1.B5 Teacher knowledge and experience with ELL strategies and curriculum

G1.B5.S1 Provide opportunities for teachers to increase knowledge of ELL strategies and curriculum.

TA Opportunity 1

Implement ELL online curriculum to reinforce classroom instruction.

Facilitator

Shannon Farrell

Participants

ESOL coordinator, CLF and teachers

Schedule

Weekly, from 10/1/2016 to 6/2/2017

TA Opportunity 2

Develop ESOL Coordinator and CLF schedule to support ELL students and teachers.

Facilitator

Shannon Farrell

Participants

ESOL Coordinator and CLF

Schedule

Daily, from 9/26/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Teachers and students will have more access to technology through the use of mobile carts.				\$0.00
2	G1.B1.S1.A2	Career classrooms will be updated with new computers and older computers will be disbursed into core classrooms.				\$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2201 - William T. Dwyer High School	General Fund		\$120,000.00
			Notes: Industry Certification funds will update Career Classrooms			
3	G1.B1.S1.A3	A new computer lab will be added in the media center classroom for core teachers to use for online assessments.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 2201 - William T. Dwyer High School - 2016-17 SIP
William T. Dwyer High School

			2201 - William T. Dwyer High School	General Fund		\$7,500.00
			<i>Notes: Purchase computer lab furniture</i>			
4	G1.B2.S1.A1	Performance Matters and EDW training for tested area teachers				\$0.00
5	G1.B2.S1.A2	Teachers will work within PLCs to share data analysis strategies				\$0.00
6	G1.B3.S1.A1	Teachers will attend various Professional Development district workshops for Microsoft Office and Adobe Photoshop				\$0.00
7	G1.B3.S2.A1	The master schedule will be developed to allow Information Technology teachers to have common planning to support collaboration.				\$0.00
8	G1.B4.S1.A1	After school tutoring for PERT assessments.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2201 - William T. Dwyer High School	School Improvement Funds		\$1,000.00
			<i>Notes: After school instructional salaries</i>			
9	G1.B4.S1.A2	Implementation of after school tutoring for core tested areas.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2201 - William T. Dwyer High School	School Improvement Funds		\$11,000.00
			<i>Notes: After school tutoring instructional salaries.</i>			
10	G1.B5.S1.A1	Provide training from district ESOL specialist to teachers in developing classroom strategies and differentiating instruction.				\$0.00
11	G1.B5.S1.A2	Implement ELL online curriculum to reinforce classroom instruction.				\$462.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2201 - William T. Dwyer High School	School Improvement Funds		\$462.00
			<i>Notes: Achieve 3000 student licenses</i>			
12	G1.B5.S1.A3	Develop ESOL Coordinator and CLF schedule to support ELL students and teachers.				\$0.00
					Total:	\$139,962.00