

The School District of Palm Beach County

William T. Dwyer High School



2018-19 Schoolwide Improvement Plan

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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) High School 9-12	2017-18 Title I School No	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 49%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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 Leadership Team

Membership

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

Name	Title
Brooks, Corey	Principal
Farrell, Shannon	Assistant Principal
Smith, Michael	Assistant Principal
Huff, Chris	Teacher, ESE
Samartino, Krisitin	Other
Wilkes, Tiffany	Assistant Principal
Wojciechowsky, Paul	Assistant Principal
Winfrey, Brenda	Assistant Principal

Duties

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

* Principal & Assistant Principals - Provide a common vision for the use of data-based decision making, ensure that the school-based team (SBT) is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.

* ESE Contact - Participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.

* Instructional Coaches - Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school

screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

* Classroom Teachers - Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Early Warning Systems

Year 2017-18

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	69	80	86	83	318
One or more suspensions	0	0	0	0	0	0	0	0	0	91	106	74	51	322
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	173	164	195	107	639
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	156	176	148	50	530

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	148	156	147	69	520

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	51	58	69	89	267
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	51	58	69	89	267

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	45	54	72	214
One or more suspensions	0	0	0	0	0	0	0	0	0	83	79	89	43	294
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	197	178	183	100	658
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	163	165	167	73	568

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	0	150	131	139	74	494

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	45	54	72	214
One or more suspensions	0	0	0	0	0	0	0	0	0	83	79	89	43	294
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	197	178	183	100	658
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	163	165	167	73	568

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	0	150	131	139	74	494

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Low 25% (Algebra I) and ELA Low 25%. We have reviewed our data for the past 3 years and have noticed that Algebra has decreased every year.

Which data component showed the greatest decline from prior year?

Biology showed the greatest decrease of 4%. Social Studies decreased of 3%. Math achievement decreased 2%.

Which data component had the biggest gap when compared to the state average?

Math Low 25% has a negative 10% differential gap. Science has a negative 5% differential gap.

Which data component showed the most improvement? Is this a trend?

ELA learning gains showed a 5% improvement from the previous year. Geometry proficiency demonstrated a 3% gain from one year to the next. Math learning gains showed a 3% improvement from the previous year.

Describe the actions or changes that led to the improvement in this area.

- * Consistent standards based PLC's between our 9th grade ELA teachers. A growth of 5% on a grade to grade comparison; FY17 to FY18.
- * Effective master schedule placement for our Geometry students.
- *Data driven PD and continued conversations throughout the school year.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	57%	56%	55%	56%	52%
ELA Learning Gains	54%	53%	53%	47%	51%	46%
ELA Lowest 25th Percentile	40%	46%	44%	39%	42%	38%
Math Achievement	54%	54%	51%	54%	45%	43%
Math Learning Gains	50%	47%	48%	39%	40%	39%
Math Lowest 25th Percentile	35%	43%	45%	35%	37%	38%
Science Achievement	62%	72%	67%	64%	70%	65%
Social Studies Achievement	67%	73%	71%	68%	70%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	69 (43)	80 (45)	86 (54)	83 (72)	318 (214)
One or more suspensions	91 (83)	106 (79)	74 (89)	51 (43)	322 (294)
Course failure in ELA or Math	173 (197)	164 (178)	195 (183)	107 (100)	639 (658)
Level 1 on statewide assessment	156 (163)	176 (165)	148 (167)	50 (73)	530 (568)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	63%	56%	7%	53%	10%
	2017	58%	54%	4%	52%	6%
Same Grade Comparison		5%				
Cohort Comparison						
10	2018	56%	55%	1%	53%	3%
	2017	51%	51%	0%	50%	1%
Same Grade Comparison		5%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	67%	-3%	65%	-1%
2017	64%	66%	-2%	63%	1%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	66%	68%	-2%	68%	-2%
2017	70%	68%	2%	67%	3%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	40%	62%	-22%	62%	-22%
2017	41%	59%	-18%	60%	-19%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	57%	6%	56%	7%
2017	60%	55%	5%	53%	7%
Compare		3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	44	40	26	37	33	32	36		71	37
ELL	27	39	30	43	55		50				
ASN	83	83		68	67		88	88		88	71
BLK	26	37	34	25	30	20	32	39		85	39
HSP	62	52	43	60	59	43	63	75		94	76
MUL	79	61	82	60	48	27	70	76		93	54
WHT	79	65	50	74	57	55	81	84		93	77
FRL	42	48	40	39	40	28	46	52		84	46
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	39	37	27	41	23	26	43		75	44
ELL	31	33		67	47						
ASN	69	52		73	73		71	75			
BLK	25	35	35	31	42	38	34	47		86	51
HSP	59	52	36	53	40	18	66	74		96	74
MUL	52	35		54	50		87	79			
WHT	76	59	54	69	49	42	82	85		93	77
FRL	37	39	32	41	44	33	50	57		86	58

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title To ensure progress towards student achievement and success in alignment with LTO #3, high school graduation, and LTO #4 post graduate success.

Rationale Our data analysis shows greatest opportunity for growth in the areas below:
Math Low 25% (Algebra I) and ELA Low 25%. We have reviewed our data for the past 3 years and have noticed that Algebra has decreased every year.
Math Low 25% has a negative 10% differential gap. Science has a negative 5% differential gap.

Intended Outcome Improve Math Low 25 by 5% to be on target for meeting the LTO of the Strategic plan by 2021.
Improve ELA Low 25 by 5% to be on target for meeting the LTO of the Strategic plan by 2021.

Point Person Corey Brooks (corey.brooks@palmbeachschools.org)

Action Step

Description

- Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:
- Teachers will integrate WICOR (Writing, inquiry, collaboration, organization, and reading) (AVID) strategies into their daily lesson plans.
- Professional development will focus on implementing WICOR strategies in the classroom.
- Admin/Teacher data chats will be held to ensure teachers know who their Low 25 students are.

-Teacher/Student data chats will take place with Low 25 students.
-Admin/Student data chats will take place with each respective grade level AP.
-Professional development on analyzing data, unify and baseball card will take place to ensure teachers are analyzing and evaluating running data on students through FSQ, USA, NGSQ, Diagnostic and FSA data.
-A extended day tutorial will be organized to target the Low 25 in both Math and ELA.
-Parent/student data chats will implemented, whereas parents come to school a data chat with their child to better understand where they are, where they need to go and actions to accomplish their goals.

Person Responsible Corey Brooks (corey.brooks@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

- Admin Team will monitor Low 25 student data on a monthly basis. (FSQ, NGSQ, USA, Diagnostics, Discipline Data)
- Teachers will develop essential questions and objectives to ensure their lessons are on target and aligned to the state standards.
- Admin Team will conduct a strategic walk-through schedule to monitor effectiveness of teacher lessons and give teachers feedback for "glows" and "grows".

Person Responsible Corey Brooks (corey.brooks@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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.

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), SIS 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.

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 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 2016 and end in May 2017.

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.

- 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
- The AVID program supports and trains teachers to prepare students for success in high school, college, and career. The program targets students traditionally underrepresented in higher education.

Part V: Budget

Total:	\$5,000.00
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