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William T. Dwyer High School

13601 N MILITARY TRL, Palm Beach Gardens, FL 33410

<https://wtdh.palmbeachschools.org>

Demographics

Principal: Corey Brooks

Start Date for this Principal: 9/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (58%) 2015-16: B (55%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">49%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">54%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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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	Job Duties and Responsibilities
		<p>Shannon Farrell (Assistant Principal) - Supervises ELA and Guidance Departments. AICE/AP/IB/AVID Contact. Ms. Farrell will be responsible for the monitoring of our ELA/Reading Team PLC's. She will also be responsible for monitoring our low 25 student progress in ELA as well as aligning professional development for our teachers in ELA. Ms. Farrell will also monitor our school wide AVID strategy implementation.</p>
		<p>Michael Smith (Assistant Principal)-Supervises Math and World Languages (1) Department. He is also in charge of our athletics and school activities. Mr. Smith will be responsible for ensuring differentiated instruction is taking place in Geometry and Algebra classrooms. Teachers will be utilizing the IXL program in math to support individualized instruction and Mr. Smith will be monitoring the usage and data feedback the program provides.</p>
		<p>Tiffany Wilkes (Assistant Principal)-Supervises Social Studies and Choice/ Careers. She also supervises school wide activities, recognition, and Awards (Staff and Students). Ms. Wilkes will responsible for monitoring the progress of our SwPBS. She will also ensure that data driven instruction and differentiation is taking place in U.S. World History.</p>
Brooks, Corey	Principal	<p>Brenda Winfrey (Assistant Principal)-Supervises Physical Education, Fine Arts, and ESE. Ms. Winfrey is our SwPBS coordinator and will responsible for monitoring it within our SIP. Ms. Winfrey is also the Single School Culture Coordinator. She will be responsible for monitoring SwPBS. Ms. Winfrey will also be responsible for monitoring our ESE students that fall into the Low 25 in both Math and ELA.</p>
		<p>Paul Wojciechowsky (Assistant Principal)-Supervises Science and Reading. He also is responsible for Data Analysis and Academic RTI. Mr. Wojciechowsky will be responsible for monitoring student growth and ensuring teachers have the proper data to analyze their students. He is also the graduation gatekeeper and responsible for monitoring student acceleration.</p>
		<p>Kristin Samartino (teacher)-is our ELL and AVID coordinator. Ms. Samartino will be responsible for tracking our ELL students. She also provides professional development to our teachers in implementing our AVID WICOR strategies.</p>
		<p>Chris Huff (teacher)-is our ESE coordinator. Ms. Huff is responsible for implementing and monitoring the RTI process for academics and behavior.</p>
Farrell, Shannon	Assistant Principal	
Smith, Michael	Assistant Principal	

Name	Title	Job Duties and Responsibilities
Huff, Chris	Teacher, ESE	
Samartino, Krisitin	Other	
Wilkes, Tiffany	Assistant Principal	
Wojciechowsky, Paul	Assistant Principal	
Winfrey, Brenda	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	648	584	564	645	2441
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	59	71	80	119	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	97	80	72	46	295
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	170	161	173	126	630
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	161	156	150	72	539

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	144	135	149	103	531

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	67	60	40	100	267
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	3	2	42	51

FTE units allocated to school (total number of teacher units)

173

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	148	156	147	69	520

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	148	156	147	69	520

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	57%	56%	57%	55%	53%
ELA Learning Gains	48%	51%	51%	49%	50%	49%
ELA Lowest 25th Percentile	35%	43%	42%	38%	45%	41%
Math Achievement	58%	54%	51%	56%	48%	49%
Math Learning Gains	51%	45%	48%	47%	44%	44%
Math Lowest 25th Percentile	47%	43%	45%	35%	38%	39%
Science Achievement	67%	73%	68%	66%	71%	65%
Social Studies Achievement	71%	74%	73%	70%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	648 (0)	584 (0)	564 (0)	645 (0)	2441 (0)
Attendance below 90 percent	59 (69)	71 (80)	80 (86)	119 (83)	329 (318)
One or more suspensions	97 (91)	80 (106)	72 (74)	46 (51)	295 (322)
Course failure in ELA or Math	170 (173)	161 (164)	173 (195)	126 (107)	630 (639)
Level 1 on statewide assessment	161 (156)	156 (176)	150 (148)	72 (50)	539 (530)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	59%	56%	3%	55%	4%
	2018	63%	56%	7%	53%	10%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	57%	54%	3%	53%	4%
	2018	56%	55%	1%	53%	3%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

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
2019	67%	69%	-2%	67%	0%
2018	64%	67%	-3%	65%	-1%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	69%	2%	70%	1%
2018	66%	68%	-2%	68%	-2%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	64%	-19%	61%	-16%
2018	40%	62%	-22%	62%	-22%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	60%	4%	57%	7%
2018	63%	57%	6%	56%	7%
Compare		1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	34	24	25	32	26	32	29		88	17
ELL	26	28	27	44	38		31	28		71	30
ASN	86	68		87	65		95	69		100	73
BLK	26	36	30	29	41	39	31	41		92	32
HSP	61	51	32	55	44	40	67	68		89	57
MUL	60	39		67	61		78	75		93	77
WHT	77	55	52	74	55	56	85	88		93	68
FRL	40	41	31	42	47	45	48	57		88	36
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

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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our low 25 ELA gains (35%) showed the lowest performance. Contributing factors were an increase in placing an increased amount of our students in AICE General Paper (accelerated course-ELA credit) and as a result teachers not concentrating or being completely aligned to FSA standards and FSA type questions within the course. Another contributing factor was our ELA and Reading teachers not planning together as a team. Also, our content courses such as social studies and science need to support literacy by incorporating informational text as well as practicing short answer responses while citing evidence. ELA and Reading teachers were also not familiar with changes made over the years to the FSA writing rubric. Looking at our subgroups, our ELA learning gains for some of our subgroups were concerning as well. Our ELA learning gains for SWD, ELL and African Americans dropped from 44% to 34%, 39% to 28%, and 37% to 36% respectively.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our low 25 ELA gains (35%) showed the lowest performance. Contributing factors were an increase in placing an increased amount of our students in AICE General Paper (accelerated course-ELA credit) and as a result teachers not concentrating or being completely aligned to FSA standards and FSA type questions within the course. Another contributing factor was our ELA and Reading teachers not planning together as a team. Also, our content courses such as social studies and science need to support literacy by incorporating informational text as well as practicing short answer responses while citing evidence. ELA and Reading teachers were also not familiar with changes made over the years to the FSA writing rubric. Looking at our subgroups, our ELA low 25 learning gains for some of our subgroups were concerning as well. Our low 25 ELA learning gains for SWD, ELL and African Americans dropped from 40% to 24%, 30% to 27%, and 34% to 30% respectively.

Acceleration Dropped from 67% to 55% as well. Contributing factors include students not being assigned an acceleration class. Another factor is finding the best opportunity for a student to have success in an accelerated class.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our low 25 ELA gains (35%) showed the lowest performance. Contributing factors were an increase in placing an increased amount of our students in AICE General Paper (accelerated course-ELA credit) and as a result teachers not concentrating or being completely aligned to FSA standards and FSA type questions within the course. Another contributing factor was our ELA and Reading teachers not planning together as a team. Also, our content courses such as social studies and science need

to support literacy by incorporating informational text as well as practicing short answer responses while citing evidence. ELA and Reading teachers were also not familiar with changes made over the years to the FSA writing rubric. Looking at our subgroups, our ELA low 25 learning gains for some of our subgroups were concerning as well. Our low 25 ELA learning gains for SWD, ELL and African Americans dropped from 40% to 24%, 30% to 27%, and 34% to 30% respectively.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Low 25 Gains increased from 35% to 47%. Administrators ensured our students were properly placed in Algebra, Geometry, and Liberal Arts 1 and 2 courses. Teachers also utilized a math technology program (IXL) to the students in our Algebra classes. The program was designed to address specific weaknesses in student foundational math skills. Assistant principals conducted data chats with all low 25 students in Algebra. Our school also conducted after school tutorials in Algebra twice a week starting in February.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Level 1 on statewide assessment in 9th (161) and 10th (156) grade.
9th grade 1 or more suspensions (97).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Overall School Wide Literacy
2. ELA low 25 Gains
3. Overall ELA Gains
4. Acceleration Placement and Success
5. Math Low 25

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards learning gains in ELA to align with the District's Strategic Plan; LTO #3; Increase the HS graduation rate.LTO #4 Post Graduate Success
Rationale	Our ELA learning gains decreased from 54% to 48% (-6%). Our ELA Lowest 25 learning gains decreased from 40% to 35%. We feel if we can increase our ELA learning gains it will have a significant increase in proficiency in other subject areas such as Biology, US History, and Math (Algebra and Geometry).

State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have an 8% increase in our ELA Learning Gains. This would be an increase from 48% to 56%. Our ELA Lowest 25 learning gains would increase 8% from 35% to 43%.
Person responsible for monitoring outcome	Corey Brooks (corey.brooks@palmbeachschools.org)
Evidence-based Strategy	<p>1) ELA and Reading Team PLC's (collaborative). Reading and ELA teachers will meet to discuss high yield strategies. Discussions will take place on how they both ELA and Reading can capitalize by delivering instruction that is data driven and in aligned with FSA standards and in sync with each other.</p> <p>2) Teacher Professional Development (District Training on Writing Rubrics) Both ELA and Reading teachers will receive District Specialist Professional Development that focuses on unpacking the standards, analyzing writing rubric, and data driven instruction.</p> <p>3) Teacher/Student Data Chats-Teachers will conduct data chats with their students periodically throughout the year.</p> <p>4) Differentiated Instruction within all classrooms.</p>
Rationale for Evidence-based Strategy	<p>1) ELA and Reading Team PLC's (collaborative)-When PLC's are meeting with fidelity on a weekly basis it ensures that teachers are able to unpack standards and as a result develop and deliver lessons that are utilize high yield strategies. Reading and ELA teachers need to be on the same page when unpacking standards as well as teaching writing strategies. By having Reading and ELA teachers planning together Reading teachers can support ELA teachers by addressing data driven foundational needs.</p> <p>2) Teacher Professional Development (District Training on Writing Rubrics) ELA and Reading teachers have not had up to the writing training in approximately 4 years. Teachers need to be refreshed and updated on the writing rubric skills needed for our students to be successful. Our teachers in both ELA and Reading need support in unpacking the ELA FSA standards.</p> <p>3) Teacher/Student Data Chats-Student data chats will support students in setting their target goals to demonstrate at least one year learning gain. Students will have conversations with their teachers about where they are currently are and set up strategic strategies to help meet their goals.</p> <p>4) Differentiated instruction within all classrooms classrooms-Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Evidence has demonstrated that when teachers are able to meet students at their level and then give them individualized strategies to reach their goal or target and increased of amount of academic growth is observed.</p>

Action Step

Description	<p>1) ELA and Reading Team PLC's (collaborative) PLC's will be conducted on a weekly basis and teachers will receive a google calendar invite. Next steps will be followed up by department heads (Guadelupe-Reading and Castelli-ELA). Teachers will review standards and data as well as determine secondary data driven benchmarks. The feedback from department heads will be monitored by AP's (Ferrell and Wojciechowsky). Classroom walkthroughs will take place to observe implementation.</p> <p>2) Teacher Professional Development (District Training on Writing Rubrics) -Teachers will be provided professional development to ensure they are unpacking FSA standards and utilizing the writing rubric properly when delivering writing instruction. District specialists will be delivering professional development to both ELA and Reading teachers. Followup will take place by classroom walkthroughs, lesson plans, and literacy action plans. Principal and Assistant Principals will monitor lesson plans and literacy action plan.</p> <p>3) Teacher/Student Data Chats-Teachers will conduct data chats with students periodically throughout the year. Teachers will be provided with data chat forms from administration (Wojciechowsky). Completed data chat forms, student interviews, and classroom walkthroughs will provide evidence that data chats have occurred (All AP's and Principal).</p> <p>4) Differentiated instruction within all classrooms-Reading Plus will be monitored to ensure that students are progressing based upon their initial testing level. Classroom observations (All APs and Principal) will monitor to ensure students are receiving differentiated instruction. 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. The following programs will be utilized to support differentiated instruction: Algebra and Geometry-IXL and in Reading-Reading Plus. As an administrative team we will also review USA's, FSQ's, NGSSQ's and Mid-Terms, and Diagnostics to analyze data and work with our teachers to individualize instruction.</p>
Person Responsible	Corey Brooks (corey.brooks@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics
- The Contributions of Women
- The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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 January 2020 and end in May 2020.

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.

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.

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 Schoolwide Improvement Plan 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/FSA 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.

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 January 2020 and end in May 2020.

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.

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, 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards learning gains in ELA to align with the District's Strategic Plan; LTO #3; Increase the HS graduation rate.LTO #4 Post Graduate Success				\$7,983.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	120-Classroom Teachers	2201 - William T. Dwyer High School	School Improvement Funds	2140.0	\$7,983.00
			<i>Notes: After school tutorials in Geometry, Algebra, Biology, and US History.</i>			
					Total:	\$7,983.00