2013-2014 SCHOOL IMPROVEMENT PLAN

William T. Dwyer High School

13601 N MILITARY TRL
Palm Beach Gardens, FL 33410
561-625-7800
www.edline.net/pages/william_t_dwyer_high_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	44%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

William T. Dwyer High School

Principal

Dr. Glenda Sheffield

School Advisory Council chair

Cindy Robinson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Glenda Sheffield	WTDHS Principal
Maria Lloyd	Assistant Principal
Sharina Gilbert	Assistant Principal
Michael Smith	Assistant Principal
Dwight Graydon	Assistant Principal
Ellen Blatt	English Chair
Mary Goode	English Chair
Margaret Lawrence	Science Chair
Karen Walter	Science Chair
Marie Maloney	Math Chair
Dorothy Kimble	Social Studies Chair
Michelle Barows	World Languages Chair
Amy Panichella	ESE Coordinator
Shannon Farrell	Academies Coordinator
Thomas Johnson	JROTC Chair
Pam Varadore	Fine Arts Chair
Helen Porter	Reading Chair
Chris Heide	PE Chair

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Meehan, Ellen (SAC Co-Chair)
Robinson, Cynthia (SAC Co-Chair)
Rodgers, Liz (Recording Secretary)
Alba, Nye - Teacher
Austin, Sonia - Parent
Boike, Heather - Student
Carey-Young, Selina - Parent
Caselli, Phyllis - Parent
Devaney, Lisa - Parent
Dillion, Bonnie - Parent
Hobbs, Christy - Parent
Hyatt, Pamela - Parent
Knight, Susan - Parent
Kurtz, Paul - Parent
Lucarini, MaryAnn - Parent
Ortiz, Kristi - Teacher
Plowman, Phil - Parent
VanDerVelde, Robert - Parent
Weinstock, Cheryl - Parent
Wilkes, Tiffany - Guidance Counselor

Involvement of the SAC in the development of the SIP

Members of the School-based Leadership Team (SBLT) will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing previous year's data, information on student performance targets will be discussed to focus attention on deficient areas . Topics for discussion include, but are not limited to, the following:
1. Students scoring below proficiency on District Diagnostics, FCAT, EOC, and College Ready tests
2. Increasing industry certification and Accelerated Courses (AICE, AP, and IB)
3. Strengthens and weaknesses of intensive programs
4. Mentoring, tutoring, and additional resources

Activities of the SAC for the upcoming school year

Monthly meetings to discuss the school's action plan for increasing student performance and preparing students for college and the workplace. Administration will share and track student progress on diagnostics, EOC, and FCAT in order to develop an action plan for tutoring, professional development, and student support.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be spent on tutoring, professional development, student resources, and enrichment activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Glenda Sheffield		
Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	B.A. in Business Administration, Voorhees College; M.Ed. in Business Education, Bowling Green State University; Ed.S in Educational Leadership, Nova Southeastern University; Ed.D. in Educational Leadership, Nova Southeastern University
Performance Record	Principal of William T. Dwyer High School 2012-2013: Grade Pending, Reading Mastery: 63%, Reading Gains: 68%, Reading Gains in the lowest 25%: 66%, Math Mastery: 72%, Math Gains: 74%, Math Gains in the lowest 25%: 52%, Science Mastery: 71%, Writing Mastery: 86% Principal of Howell L. Watkins Middle School 2011-2012: Grade C, Reading Mastery: 37%, Reading Gains: 65%, Reading Gains in the lowest 25%: 70%, Math Mastery : 39%, Math Gains: 60%, Math Gains in the lowest 25%: 61%, Science Mastery: 30%, Writing Mastery: 84%, 2010-2011: Grade: B, Reading Mastery: 52%, Math Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%. AYP: 85% met. Principal of Dr. Mary McLeod Bethune Elementary in 2009-2010: Grade: C, Reading Mastery: 55%, Math Mastery: 64%, Science Mastery: 22%. AYP: 79% met. 2008-2009: Grade: A, Reading Mastery: 58%, Math Mastery: 70%, Science Mastery: 28%. AYP: 100% met. 2007-2008: Grade: C, Reading Mastery 46%, Math Mastery 59%, Science Mastery 27%. AYP 87%, Not met.

Maria Lloyd		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	B.S. in Elementary Education, St. Thomas University M.S. in Reading K-12, Nova University Ed. Specialist in Educational Leadership, Nova University; FL Professional certifications: Elementary Education 1-6; Reading K-12; Educational Leadership, all Levels; School Principal, all levels
Performance Record	Assistant Principal of William T. Dwyer High School 2012-2013: Grade Pending, Reading Mastery: 63%, Reading Gains: 68%, Reading Gains in the lowest 25%: 66%, Math Mastery: 72%, Math Gains: 74%, Math Gains in the lowest 25%: 52%, Science Mastery: 71%, Writing Mastery: 86% Assistant Principal of Seminole Ridge in 2010-2011: Grade: B, Reading Mastery: 55%, Math Mastery: 86%, Science Mastery: 52%, Writing Mastery: 88%. 2009-2010: Grade: B, Reading Mastery: 61%, Math Mastery: 88%, Science Mastery: 52%, Writing Mastery: 90%. 2008-2009: Grade: B, Reading Mastery: 51%, Math Mastery: 83%, Science Mastery: 53%, Writing Mastery: 82%. 2007-2008: Grade: A, Reading Mastery: 54%, Math Mastery: 84%, Science Mastery: 53%, Writing Mastery: 88%. 2006-2007: Grade: B, Reading Mastery: 50%, Math Mastery: 81%, Science Mastery: 42%, Writing Mastery: 86%. 2005-2006: Grade: C, Reading Mastery: 45%, Math Mastery: 79%, Writing Mastery: 81%.

Dwight Graydon		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	B.S. in Physical Education K-12, University of South Florida; M.S. in Educational Leadership K-12, Nova Southeastern University; Professional certifications: K-12 Physical Education & Educational Leadership, all levels
Performance Record	Assistant Principal of William T. Dwyer High School 2012-2013: Grade Pending, Reading Mastery: 63%, Reading Gains: 68%, Reading Gains in the lowest 25%: 66%, Math Mastery: 72%, Math Gains: 74%, Math Gains in the lowest 25%: 52%, Science Mastery: 71%, Writing Mastery: 86%
	Assistant Principal of Seminole Ridge in 2009-2010: Grade: B, Reading Mastery: 61%, Math Mastery: 88%, Science Mastery: 52%, Writing Mastery: 90%.
	2008-2009: Grade: B, Reading Mastery: 51%, Math Mastery: 83%, Science Mastery: 53%, Writing Mastery: 82%.
	2007-2008: Grade: A, Reading Mastery: 54%, Math Mastery: 84%, Science Mastery: 53%, Writing Mastery: 88%.
	2006-2007: Grade: B, Reading Mastery: 50%, Math Mastery: 81%, Science Mastery: 42%, Writing Mastery: 86%.
	2005-2006: Grade: C, Reading Mastery: 45%, Math Mastery: 79%, Writing Mastery: 81%.

Sharina Gilbert		
Asst Principal	Years as Administrator: 7	Years at Current School: 6

Credentials	B.S. in Business Education, Florida A&M University; M.S. in Educational Leadership, Nova Southeastern University Professional certifications: Ed. Leadership All Levels, Business Education 6-12
Performance Record	Assistant Principal of William T. Dwyer High School 2012-2013: Grade Pending, Reading Mastery: 63%, Reading Gains: 68%, Reading Gains in the lowest 25%: 66%, Math Mastery: 72%, Math Gains: 74%, Math Gains in the lowest 25%: 52%, Science Mastery: 71%, Writing Mastery: 86% 2010-2011: 2009 - 2010 Grade: C Reading Mastery 48% Math Mastery: 77% Science Mastery: 50% AYP: 44% Reading Mastery, 72% Math Mastery. White, Black Hispanic, ED, and SWD did not make AYP in Reading. Black, ED and SWD did not make AYP in Math. 2008-2009: Grade B. Reading Mastery: 45% Math Mastery: 81%, Science Mastery: 46% AYP: 79% White, Black, Hispanic, ED, and SWD did not make AYP in reading. Black, ED and SWD did not make AYP in math. 2007-2008: Grade A. Reading mastery: 48% Math mastery: 83% Science mastery: 47% AYP 80%, Black, ED, and SWD did not make AYP in reading.

Michael Smith		
Asst Principal	Years as Administrator: 4	Years at Current School: 19

Credentials	B.S. in Economics, Florida A&M University M.S.Ed. in Educational Leadership, Southeastern University Professional Certification: Social Sciences 6-12; Educational Leadership, all levels
Performance Record	Assistant Principal of William T. Dwyer High School 2012-2013: Grade Pending, Reading Mastery: 63%, Reading Gains: 68%, Reading Gains in the lowest 25%: 66%, Math Mastery: 72%, Math Gains: 74%, Math Gains in the lowest 25%: 52%, Science Mastery: 71%, Writing Mastery: 86% 2010-2011: Grade Pending 2009 - 2010 Grade: Pending Reading Mastery 48% Math Mastery: 77% Science Mastery: 50% AYP: 44% Reading Mastery, 72% Math Mastery. White, Black Hispanic, ED, and SWD did not make AYP in Reading. Black, ED and SWD did not make AYP in Math. SY 2008 - 2009 Grade B; Reading 51% Mastery; Math Mastery 83%; Science Mastery 53%; AYP No 79%; ED and SWS did not make AYP in Math

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
153

receiving effective rating or higher
153, 100%

 # Highly Qualified Teachers
75%

 # certified in-field
114, 75%

 # ESOL endorsed
22, 14%

 # reading endorsed
17, 11%

 # with advanced degrees
47, 31%

 # National Board Certified
5, 3%

 # first-year teachers
4, 3%

 # with 1-5 years of experience
13, 8%

 # with 6-14 years of experience
42, 27%

 # with 15 or more years of experience
64, 42%

Education Paraprofessionals

# of paraprofessionals
23

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal and the assistant principal for curriculum are responsible for recruiting and retaining highly qualified teachers by offering opportunities for department chair/leadership positions, encouraging shared decision-making, and allowing input on master schedule, curriculum development, and course offerings.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g.,
Teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
** Problem Solving Model
The four steps of the Problem Solving Model are:
1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.
3. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
4. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 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. FCAT and EOC scores of students scoring below proficiency
2. School Grade Data and FY14 Targets
3. Strengthens and weaknesses of intensive programs and interventions
4. Mentoring, tutoring, and other resources
5. Behavior, attendance, and suspension rate

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Principal and Assistant Principal of Curriculum will oversee the implementation process, track the data and provide or seek outside support when necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
• Florida Comprehensive Assessment Test (FCAT)
• End of Course (EOC) Exam
• Curriculum Based Measurement
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Fall Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• Retentions
• Absences
Midyear data:
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Winter Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
End of year data:
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)
• End of Course (EOC) Exam
• FCAT Writes
• Advanced Placement Exams
• International Baccalaureate Exams
• PERT
• Industry Certification Exams
Frequency of required Data Analysis and Action Planning Days:
• Once a month

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD) and/or faculty and SAC meetings. These in-service opportunities will include,

but are not limited to, the following:
• Problem Solving Model
• consensus building
• Positive Behavioral Intervention and Support (PBIS)
• data-based decision-making to drive instruction
• progress monitoring
• selection and availability of research-based interventions
• tools utilized to identify specific discrepancies in reading

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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/FCAT data and this year's diagnostic data. 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.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The principal and assistant principal for curriculum.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Glenda Sheffield	Principal
Maria Lloyd	Assistant Principal
Helen Porter	Reading Chair
Mary Goode	English Chair

Name	Title
Ellen Blatt	English Chair
Josephine Castelli	English Teacher
Jennifer Gaither	English Teacher

How the school-based LLT functions

The LLT will meet monthly to discuss the Comprehensive Reading Plan, monitor SIP implementation, reading initiatives and evaluate each for effectiveness. Meetings will also focus on Common Core State Standards and help teachers develop an implementation plan with feedback and support from our district curriculum department.

Major initiatives of the LLT

This year the LLT will focus on implementing the use of technology in the classroom, common assessments for Common Core, and data analysis to drive instruction and developing classroom libraries to promote independent reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through professional development, teachers will be introduced the Common Core Literacy standards, which will be implemented in all language arts, math, social studies, science and technical areas. As a staff, teachers will unpack these standards and determine how they will collectively infuse them into the content. The implementation of these standards will be monitored by the professional development team through student work and administrative observations. Teachers will also be afforded opportunities to attend workshops and trainings to learn best practices in reading. Regular classroom visits and walkthroughs will be conducted by administration to ensure the infusion of literacy in all subject areas. Data chats will occur with teachers by their administrators to track student progress and provide support when needed.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	63%	Yes	66%
American Indian	63%		No	66%
Asian	75%	71%	No	78%
Black/African American	42%	34%	No	48%
Hispanic	65%	68%	Yes	69%
White	76%	77%	Yes	78%
English language learners	8%	25%	Yes	17%
Students with disabilities	41%	35%	No	47%
Economically disadvantaged	47%	46%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	297	22%	25%
Students scoring at or above Achievement Level 4	373	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		34%
Students scoring at or above Level 7	11	46%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	608	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	141	66%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	59%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	284	51%	55%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	417	86%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		85%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	72%	Yes	51%
American Indian				
Asian				
Black/African American	34%	47%	Yes	41%
Hispanic	51%	79%	Yes	56%
White	58%	83%	Yes	62%
English language learners				
Students with disabilities	44%	46%	Yes	50%
Economically disadvantaged	39%	58%	Yes	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	50%	55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	511	74%	80%
Students in lowest 25% making learning gains (EOC)	48	52%	60%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	277	50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	192	46%	51%
Students scoring at or above Achievement Level 4	77	19%	24%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	33%	38%
Students scoring at or above Achievement Level 4	111	33%	38%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		24%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	42%	45%
Students scoring at or above Achievement Level 4	139	28%	30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	570	20%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	137	7%	10%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		99%	100%
Students taking one or more advanced placement exams for STEM-related courses	103	5%	10%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	25	100%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1129	58%	65%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	967	82%	88%
Completion rate (%) for CTE students enrolled in *accelerated* courses		99%	100%
Students taking CTE industry certification exams	445	22%	25%
Passing rate (%) for students who take CTE industry certification exams		88%	90%
CTE program concentrators	145	12%	15%
CTE teachers holding appropriate industry certifications	6	60%	75%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	1%	0%
Students in ninth grade with one or more absences within the first 20 days	53	12%	10%
Students in ninth grade who fail two or more courses in any subject	84	20%	15%
Students with grade point average less than 2.0	192	10%	7%
Students who fail to progress on-time to tenth grade	32	7%	5%
Students who receive two or more behavior referrals	440	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	257	13%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	50	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	409	83%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	55	75%	80%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	417	85%	80%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

#1 Increase parent communication through Monthly Guidance Newletters, Panther Pipeline, Edline, School Website, Social Media (Facebook and Twitter), and Parent Link.
#2 Increase the number of parent/student curriculum/senior night presentations.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent communication and curriculum night presentations	5	20%	50%

Area 10: Additional Targets

Additional targets for the school

William T. Dwyer High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to students in grades 9-12 including but not limited to Holocaust and Multicultural Studies and History of Africans and African Americans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Grades 9-12	194	10%	100%

Goals Summary

G1. William T. Dwyer's School-based Leadership Team and SAC will develop strategies and provide resources for students to increase learning gains with the lowest 25% in Algebra 1 and Geometry from 52% to 60% in 2014.

Goals Detail

G1. William T. Dwyer's School-based Leadership Team and SAC will develop strategies and provide resources for students to increase learning gains with the lowest 25% in Algebra 1 and Geometry from 52% to 60% in 2014.

Targets Supported

Resources Available to Support the Goal
- After school tutorial in algebra 1 and geometry

Targeted Barriers to Achieving the Goal
- Lack of technology resources at home

Plan to Monitor Progress Toward the Goal

After school tutorial programs

Person or Persons Responsible
Students not demonstrating mastery in FCAT/EOC tested areas

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student grades and diagnostic data (baseline compared to mid-year)

Action Plan for Improvement

Problem Solving Key

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

G1. William T. Dwyer's School-based Leadership Team and SAC will develop strategies and provide resources for students to increase learning gains with the lowest 25% in Algebra 1 and Geometry from 52% to 60% in 2014.

G1.B1 Lack of technology resources at home

G1.B1.S1 Select students not meeting proficiency in algebra 1 and geometry for after school tutorials

Action Step 1

Increasing learning gains in algebra 1 and geometry through after school tutorials

Person or Persons Responsible

The lowest 25%

Target Dates or Schedule

Now

Evidence of Completion

Classroom performance, winter diagnostics, SBT referral outcomes

Facilitator:

District support and math department chair

Participants:

Algebra 1 and Geometry teachers

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

Organization of after school tutorials and enrichment programs

Person or Persons Responsible

Students not demonstrating mastery in algebra 1 and geometry

Target Dates or Schedule

January to May 2014

Evidence of Completion

EOC and diagnostic data for 2014

Plan to Monitor Effectiveness of G1.B1.S1

Improvement in math for selected students attending after school tutorials

Person or Persons Responsible

Students not demonstrating mastery in algebra 1 and geometry

Target Dates or Schedule

Ongoing

Evidence of Completion

GradeQuick via teacher assessments and comparison of baseline and mid-year diagnostic data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 and FCAT tutorials will begin in January until May 2014.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. William T. Dwyer's School-based Leadership Team and SAC will develop strategies and provide resources for students to increase learning gains with the lowest 25% in Algebra 1 and Geometry from 52% to 60% in 2014.

G1.B1 Lack of technology resources at home

G1.B1.S1 Select students not meeting proficiency in algebra 1 and geometry for after school tutorials

PD Opportunity 1

Increasing learning gains in algebra 1 and geometry through after school tutorials

Facilitator

District support and math department chair

Participants

Algebra 1 and Geometry teachers

Target Dates or Schedule

Now

Evidence of Completion

Classroom performance, winter diagnostics, SBT referral outcomes