

The School District of Palm Beach County

William T. Dwyer High School



2020-21 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>

Demographics

Principal: Corey Brooks

Start Date for this Principal: 8/17/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 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%)
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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<https://wtdh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
		<p>Shannon Farrell (Assistant Principal) - Supervises ELA, ELL and Guidance Departments. AICE/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 ESE Departments. Mr. Smith also supervises Facilities, Custodial, Cafeteria, Leases and Facility Usage Supervisor. Mr. Smith is our Covid-19 Taskforce Coordinator. Mr. Smith will track our ESE students to ensure they make learning gains in FSA, EOC, and FSAA assessments.</p>
		<p>Tiffany Wilkes (Assistant Principal)-Supervises Social Studies and World Languages. She also supervises school wide activities, recognition, and Awards (Staff and Students). She is also in charge of our athletics and school activities. 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, Reading and Geometry/Algebra. 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. Mr. Wojciechowsky 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. Wojciechowsky will be monitoring the usage and data feedback the program provides.</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	

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

Demographic Information

Principal start date

Monday 8/17/2020, Corey Brooks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

150

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
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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 .	

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	639	574	552	640	2405	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	32	55	57	184	
One or more suspensions	0	0	0	0	0	0	0	0	0	51	62	70	60	243	
Course failure in ELA	0	0	0	0	0	0	0	0	0	41	149	120	115	425	
Course failure in Math	0	0	0	0	0	0	0	0	0	33	131	132	129	425	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	110	108	90	85	393	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	99	86	27	71	283	
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	181	205	0	0	386	

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	112	158	137	146	553

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	58	51	55	95	259	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	3	1	37	45	

Date this data was collected or last updated

Monday 8/17/2020

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		
Number of students enrolled	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	59	71	80	119	329	
One or more suspensions	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	170	161	173	126	630	
Level 1 on statewide assessment	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	67	60	40	100	267
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	3	2	42	51

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	
Number of students enrolled	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	59	71	80	119	329
One or more suspensions	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	170	161	173	126	630
Level 1 on statewide assessment	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	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	67	60	40	100	267
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	3	2	42	51

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	
	(0)	(0)	(0)	(0)	0 (0)

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	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
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			

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
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%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 needing opportunity for growth in unpacking and teaching to the rigor level of the ELA Standards in both Intensive Reading and ELA classes. Content area teachers such as Science and Social studies also have opportunity for growth in integrating literacy strategies into their daily instruction. Opportunity for growth in school administration developing a more comprehensive school wide literacy plan and being more involved in the PLC process to support literacy goals. Opportunity for growth for both Intensive Reading and ELA teachers to plan together support each other strategically with aligned resources. Some trends that we observed in our FY20 ELA Diagnostics was 9% of 9th grade students finished with a raw score of 75% or more compared to last previous year's score of 5%, an increase of 4%. Also in 9th grade we had 50% of our students finish with a raw score of 50% or more compared to last year's score of 45%, an increase of 4%. In 9th Grade our level 1 students increased from 105 (ELA-FSA FY19) to 123 (ELA-Winter Diagnostic). Our students improved on the following standards when compared to the District based upon our USA/FSQ Data: R.I.3.8, R.I.3.9, R.L.2.4, and R.L.3.7.

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

Our ELA gains (35%) showed the greatest decline from the prior year. Contributing factors were needing opportunity for growth in unpacking and teaching to the rigor level of the ELA Standards in both Intensive Reading and ELA classes. Content area teachers such as Science and Social studies also have opportunity for growth in integrating literacy strategies into their daily instruction. Opportunity for growth in school administration developing a more comprehensive school wide literacy plan and being more involved in the PLC process to support literacy goals. Opportunity for growth for both Intensive Reading and ELA teachers to plan together support each other strategically with aligned resources. Some trends that we observed in our FY20 ELA Diagnostics was 9% of 9th grade students finished with a raw score of 75% or more compared to last previous year's score of 5%, an increase of 4%. Also in 9th grade we had 50% of our students finish with a raw score of 50% or more compared to last year's score of 45%, an increase of 4%. In 9th Grade our level 1 students increased from 105 (ELA-FSA FY19) to 123 (ELA-Winter Diagnostic). Our students improved on the following standards when compared to the District based upon our USA/FSQ Data: R.I.3.8, R.I.3.9, R.L.2.4, and R.L.3.7. An overall positive trend that occurred when comparing our 9th grade FSA ELA scores from FY19 to our winter diag(20), is that we had 171 students increase a level compared to 102 students decreasing a level.

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 greatest gap. Contributing factors were needing opportunity for growth in unpacking and teaching to the rigor level of the ELA Standards in both Intensive Reading and ELA classes. Content area teachers such as Science and Social studies also have opportunity for growth in integrating literacy strategies into their daily instruction. Opportunity for growth in school administration developing a more comprehensive school wide literacy plan and being more involved in the PLC process to support literacy goals. Opportunity for growth for both Intensive Reading and ELA teachers to plan together support each other strategically with aligned resources. Some trends that we observed in our FY20 ELA Diagnostics was 9% of 9th grade students finished with a raw score of 75% or more compared to last previous year's score of 5%, an increase of 4%. Also in 9th grade we had 50% of our students finish with a raw score of 50% or more compared to last year's score of 45%, an increase of 4%. In 9th Grade our level 1 students increased from 105 (ELA-FSA FY19) to 123 (ELA-Winter Diagnostic). Our students improved on the following standards when compared to the District based upon our USA/FSQ Data: R.I.3.8, R.I.3.9, R.L.2.4, and R.L.3.7. An overall positive trend that occurred when comparing our 9th grade FSA ELA scores from FY19 to our winter diag(20), is that we had 171 students increase a level compared to 102 students decreasing a level.

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 students were properly placed in Algebra, Geometry, and Liberal Arts 1 and 2 courses. Teachers also utilized a math technology program (IXL) with 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. Some positive trends that were observed in comparison to FY19 was in our IXL program we significantly increased our skills mastered to over 31,000. Our skills proficient in IXL also increased from 30,000 to over 50,000.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A potential area of concern is that we have 386 students that have received a level 1 on a 2020 District ELA Winter Diagnostic. Students will need to obtain at least a level 3 on the FSA or concordant score on the ACT or SAT in order to graduate. This is also reflecting a high number of students that are demonstrating that they are not approaching proficiency.

Based upon this data trend our focus will be to increase learning gains in our non-proficient students, particularly our low 25 students. In our Literacy PLC Meetings (Reading and ELA Teachers) we will be reviewing student trend data (previous year(s) FSA's, Winter Diagnostics, and USA's/FSQ's). Reading and ELA teachers will focus on students that they teach together and develop student specific remediation plans based upon data from FSQ's. Once the student then takes the USA we will review their data by Standard to see if there was an overall improvement from the FSQ to the USA assessment. Our ELA teachers will also give targeted specific feedback on their PBPA's and track student growth from one assessment to the next by data tracking in EDW. The ESSA subgroups we will be focussing on are our ELL, SWD, and Black students.

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

1. Overall School Wide Literacy (ELA Proficiency, ELA Overall Gains, and ELA low 25 Gains) will continue to be a focus during our ELA/Reading and subject area PLC's. ELA and Reading teachers will conduct data chats with their students in regards to setting goals for the ELA FSA, as well as their performance on their FSQ's and USA's. Administrators will conduct data chats with our low 25 students as well. When students improve their literacy skills they tend to show improvement in other tested areas as well, such as Algebra, Geometry, Biology and US History. Improving Literacy scores will have a tremendous impact on our graduation rate as well as College Readiness.
2. Ensuring learning gains and progress for ESSA sub groups (SWD's, ELL, Black). The 3 aforementioned subgroups have consistently underperformed relative to other subgroups. We must work to improve the learning gains in ELA and Math for all 3 subgroups. The students that fall within our ESSA subgroups will be specifically monitored by our teachers and administration.
3. Acceleration Placement and Success: ensure all students are properly placed into accelerated courses. Pull up report SIS 662/R440 and ensure students are being properly challenged with acceleration courses, with an increased focus on our ESSA groups that are not performing to the state standard.
4. Graduation Rate. Graduation tracking meetings are held bi-weekly with guidance and administration. GPA, credits, acceleration credits, and current student progress are reviewed for at-risk students. School Based Team (SBT) reviews students that may benefit from alternative placements if they are too credit deficient. We want to make sure that we make success unavoidable for our students by giving them every opportunity to succeed.
5. Math Low 25. In both Algebra and Geometry we focus on having students demonstrate at least a years worth of growth. Our math teachers work on differentiating instruction by identifying needs from assessments such as FSQ's and USA's. Teachers then focus on assigning remediation skills assignments through our technology program IXL to meet each student's needs. IXL allows teachers

to address many of the foundational math gaps that student's have. Addressing the gaps are important to move forward with on level standard based concepts with the students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our ELA learning gains decreased from 54% to 48% (-6%). Our ELA Lowest 25 learning gains decreased from 40% to 35%. 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). Our ESSA identified subgroups SWD's, ELL, Black students have currently showed an overall decline in learning gains in both low 25 and regular learning gains. Data indicates we need to reflect and analyze how we are reaching the aforementioned student groups from instructional and social emotional perspective.
Measurable Outcome:	<p>Our measurable goals for FY21 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%. Our goals for our ESSA subgroups are the following: Black Low 25% Students increase from 30% to 38%, SWD Low 25% students increase from 24% to 32%, ELL Low 25% Students from 27% to 35%.</p> <p>During the midyear Diagnostic we had 9% of our 9th grade students finish with a raw score of 75% or more compared to last year's score of 5%, an increase of 4%. In 9th grade we also had 50% of our students finish with a raw score of 50% or more compared to last year's score of 45%, an increase of 4%.</p>
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/Reading) can capitalize by delivering instruction that is data driven and in alignment with FSA standards, while being in sync with each other. Unpacking ELA standards and aligning Question Stems to the rigor of the standard.</p> <p>2) Teacher/Student Data Chats-Teachers will conduct data chats with their students periodically throughout the year.</p> <p>3) Differentiation of Instruction within all classrooms.</p> <p>4) School wide marking up the text literacy strategies and WICOR strategies implemented in content area courses.</p> <p>1) ELA and Reading Team PLC's (collaborative)-When PLC's are meeting with fidelity on a bi-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>
Rationale for Evidence-based Strategy:	<p>2) 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>3) 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>

- 4) Students need to be able to implement their literacy strategies in multiple content area classrooms. This will increase repetition of use and allow students to become more fluent in marking up the text and writing strategies.

Action Steps to Implement

- 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 (Wojciechowsky-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.
- 2) 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/Farrell). Completed data chat forms, student interviews, and classroom walkthroughs will provide evidence that data chats have occurred (All AP's and Principal).
- 3) 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, NGSQ's and Mid-Terms, and Diagnostics to analyze data and work with our teachers to individualize instruction.
- 4) School wide development of marking up the text strategies that mirror the ones utilized in our ELA department as well as training in the use of WICOR strategies with our content teachers. (All AP's and Principal)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

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

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 2021 and end in May 2021.

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. During the first days of school our teachers set a positive tone. Our principal also delivers a positive "quote of day" that infuses character building messages and cultural diversity acceptance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 IDEA. 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 2021 and end in May 2021.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,296.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	3336	239-Other	2201 - William T. Dwyer High School	School Improvement Funds	2.0	\$2,296.00
			<i>Notes: Math IXL and Gizmo Technology Student Licences</i>			
Total:						\$2,296.00