

The School District of Palm Beach County

William T. Dwyer High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Positive Culture & Environment	27
Budget to Support Goals	28

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: 8/18/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 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%)
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	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	28

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13601 N MILITARY TRL, Palm Beach Gardens, FL 33410

<https://wtdh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	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	53%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff of William T. Dwyer High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The staff of William T. Dwyer High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Brooks, Corey	Principal	Provides leadership to ensure all academic standards are met. Ensures that academic policies and curriculum are followed. Facilitates collegiality and team building among staff members to maximize participation in the decision making process. Reviews academic and discipline data on a regular basis to develop plans of action with administrative team. Responsible for financial operations, personnel, public relations, and school policy regarding discipline. Meets with parents and other school stakeholders on a regular basis to develop school needs and action steps.
Farrell, Shannon	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.
Smith, Michael	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.
Wilkes, Tiffany	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 be 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.
Winfrey, Brenda	Assistant Principal	Supervises Physical Education, Fine Arts, and ESE. Ms. Winfrey is our SwPBS coordinator and will be 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.
Wojciechowsky, Paul	Assistant Principal	Supervises Science, Reading and Geometry/Algebra. He also is responsible for Data Analysis and Academic RTI. 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. 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 monitors the usage and data feedback the program provides.

Name	Position Title	Job Duties and Responsibilities
Samartino, Krisitin	Other	(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.
Huff, Chris	Teacher, ESE	(teacher)-is our ESE coordinator. Ms. Huff is responsible for implementing and monitoring the RTI process for academics and behavior.
Rolle, Mackinley	Dean	Mr. Rolle is the 9th grade dean for students with the last name A-Lo. He also supervises the Alternative Learning Center (ALC). Member of the crisis response team, mentor program and School Based Team (SBT). Mr. Rolle is responsible for all emergency drills. He also monitors student attendance and Student Conductor. Mr. Rolle assists the graduation gatekeeper and is responsible for monitoring student acceleration.

Demographic Information

Principal start date

Wednesday 8/18/2021, 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.*

13

Total number of teacher positions allocated to the school

146

Total number of students enrolled at the school

2,259

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	560	622	527	547	2256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	62	47	83	243
One or more suspensions	0	0	0	0	0	0	0	0	0	14	10	4	0	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	146	159	111	51	467
Course failure in Math	0	0	0	0	0	0	0	0	0	151	155	138	105	549
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	111	110	109	26	356
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	108	130	90	31	359
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	115	105	158	152	530
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	212	263	39	1	515
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	167	190	149	78	584

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	47	52	52	86	237
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	2	33	43

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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	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

2020-21 - 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	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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	57%	56%	60%	57%	56%
ELA Learning Gains				48%	51%	51%	54%	53%	53%
ELA Lowest 25th Percentile				35%	43%	42%	40%	46%	44%
Math Achievement				58%	54%	51%	54%	54%	51%
Math Learning Gains				51%	45%	48%	50%	47%	48%
Math Lowest 25th Percentile				47%	43%	45%	35%	43%	45%
Science Achievement				67%	73%	68%	62%	72%	67%
Social Studies Achievement				71%	74%	73%	67%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	59%	56%	3%	55%	4%
Cohort Comparison						
10	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison		-59%				

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
2021					
2019	67%	69%	-2%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	69%	2%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	64%	-19%	61%	-16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	60%	4%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools utilized to compile the data below are fall and winter diagnostic, USA's, FSQ's, NGSQ' and FSA/EOC assessments. For ELA 9th and 10th grades a combination of USA, FSQ, Fall and Winter Diagnostics were utilized to progress monitor students. For Algebra and Geometry we primarily utilized USA's, FSQ's, and our IXL data to progress monitor students. For our Biology and US History students we focused on NGSQ's and USA data to progress monitor.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65.5	58.2	56.6
	Economically Disadvantaged	50.0	41.8	40.0
	Students With Disabilities	35.3	21.5	21.7
	English Language Learners	28.6	0.0	9.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.9	41.7	47.0
	Economically Disadvantaged	55.6	28.4	32.1
	Students With Disabilities	50.0	28.1	31.4
	English Language Learners	50.0	25.0	25.0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	74.1	81.2	86.1
	Economically Disadvantaged	66.0	72.9	78.9
	Students With Disabilities	28.6	59.1	63.6
	English Language Learners	0	0	33.3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68.3	65.9	64.3
	Economically Disadvantaged	53.4	50.0	47.3
	Students With Disabilities	38.5	31.3	30.8
	English Language Learners	50.0	16.7	26.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.6	15.9	16.3
	Economically Disadvantaged	34.4	11.8	13.7
	Students With Disabilities	0	9.3	6.3
	English Language Learners	100	50	50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.9	48.2	58.4
	Economically Disadvantaged	50.0	39.7	52.7
	Students With Disabilities	27.3	40.0	46.7
	English Language Learners	100	50	50
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87.6	82.7	81.1
	Economically Disadvantaged	93.1	82.4	80.0
	Students With Disabilities	66.7	50.0	50.0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.3	5.1	4.8
	Economically Disadvantaged	0	5.8	5.3
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	50	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.9	22.8	25.2
	Economically Disadvantaged	28.6	22.8	25.9
	Students With Disabilities	11.1	21.4	16.3
	English Language Learners	33.3	40.0	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	72.2	78.3	77.2
	Economically Disadvantaged	69.3	79.8	78.6
	Students With Disabilities	63.9	82.8	85.3
	English Language Learners	71.4	55.6	63.6

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	16.7	16.7
	Economically Disadvantaged	N/A	16.7	16.7
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	8.5	10.6
	Economically Disadvantaged	N/A	11.1	13.9
	Students With Disabilities	N/A	15.4	30.8
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	50.0	58.3
	Economically Disadvantaged	37.5	54.5	54.5
	Students With Disabilities	33.3	50.0	50.0
	English Language Learners	N/A	100	100
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	100	100
	Economically Disadvantaged	N/A	100	100
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	36	20	12	25	34	26	23		84	27
ELL	25	47	50	15	15	15	50	15		83	48
ASN	76	61		67	35		70	91		88	87
BLK	32	33	17	7	15	20	32	31		88	43
HSP	61	48	36	42	20	14	68	66		88	62

2021 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 2019-20	C & C Accel 2019-20
MUL	70	42		38	17		70			92	83
WHT	70	53	34	53	26	34	74	74		95	85
FRL	45	41	22	21	19	23	45	43		86	54
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	72
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	32
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	49
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	59
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	60
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based upon our comparison between FY19 and FY21 data our ELA proficiency data remained overall stable FY19 (59%) and FY21(58%). Our ELA overall gains also remained stable FY19 (48%) and FY21 (49%). We were able to show significant increase in gains in our proficient students from FY19 () to FY21 (). However, our ELA low 25 gains significantly decreased FY19 (35%) to FY21 (25%). Our Math Scores (combined Geo and Alg) dropped significantly in all three cells. Our proficiency dropped from FY19 (58%) to FY21 (37%). Our overall math learning gains dropped from FY19 (51%) to FY21 (31%) and our low 25 students in math dropped from FY19 (47%) to FY21 (36%). Our data trends show us that we need to continue to focus on literacy while working on foundational skills and scaffolding instruction strategically especially with our low 25 students. With our students in Geometry and Algebra lack of foundational skills is a enormous barrier. Teachers will need to continue to scaffold foundational skills into lessons. Foundational skills will be also addressed with our IXL program in our Algebra and Geometry classes based upon specific student need.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon our data components and progress monitoring our low 25 in ELA and all three math cells (proficiency, overall learning gains, and low 25) demonstrate the greatest need for improvement. Teachers will start with ensuring that they are having data chats with the students based upon last year's new data, previous 2019 data and any progress monitoring assessments they are conducting in class. It is imperative that students have a clear of understanding of where they stand on statewide assessments and their progress monitoring assessments to set academic goals for themselves. Administration will also conduct data chats with teachers to look at their individual trend data from FY21. Administration will have data chats with teachers regarding how they did on their overall proficiency, overall gains, low 25. What percentage of their incoming level 1 students made gains, etc..

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the contributing factors was that our students most at risk (lowest scale scores/low 25) were effected negatively the most from virtual learning. Many of our at-risk students have the ability to

teach themselves the material as many more of our high achieving students do from a virtual environment. Traditionally our at-risk students perform best when the teacher develops a strong face to face relationship with them. Teacher monitoring is also very difficult, especially in math content, to monitor to see if students are understanding the material during the lesson when a student is virtual. Actions that need to take place would be for teachers to use the strategy of scaffolding learning throughout the year to address weaknesses and misconceptions in the standards and benchmarks for their respective content areas. Teachers will also need to continually progress monitor the students to address specific areas of need through FSQ's, NGSQ's, and USA's. The areas that need improvement from the progress monitoring assessments will then be scaffolded into current lessons strategically.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our acceleration cell improved from a FY19 (55%) to FY21 (72%). This was attributed to our school counselor team working together with administration to ensure that all students were properly placed in acceleration courses. Teachers also utilized a data driven instructional model to target deficiencies for students that were struggling in their classes by providing them intervention support.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school counselors focused on placing students in targeted acceleration classes. One acceleration course that we have had success of late is our AICE General Paper class. Our school counselors are also looking more into our student's course and testing history to see what accelerated course would best match up to each individual student.

What strategies will need to be implemented in order to accelerate learning?

With the pandemic creating an even greater learning gap for all levels of students. It is key that we look at targeted strategies to accelerate student learning. The following strategies will be utilized to accelerate learning and close the learning gap:

- 1) Scaffolding: Scaffold in prior knowledge targeted skills to help build student confidence.
- 2) Teaching High Priority Standards: Focus on standards that will be prerequisites for future learning in the course. Standards that are not prerequisites will not be focused on with the same level of intensity.
- 3) Progress Monitoring: Consistently monitoring students to see where student weaknesses are and then being able to address any essential missed learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- 1) Standard based instruction/Unpacking Standards:
- 2) Data analysis through performance matters; baseball card, student item analysis:
- 3) AVID and Kagan strategies to assist teachers in informal assessment and evaluation during class:

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- 1) Consistent PLC's that focus on data driven best practices. During PLC's common assessments will be unpacked to ensure students are receiving the proper level of rigor to match the assessment questions and standards. During PLC's teachers will discuss essential and non-essential standards.
- 2) Teachers will be making peer observations to look at specific highly effective strategies that other

teachers may be utilizing.

3) Student tutorials that target specific learning deficiencies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our ELA low 25 gains significantly decreased FY19 (35%) to FY21 (25%). As a result our at-risk students have even a greater significant gap in their literacy skills. Students are coming in with lower lexile levels then in year's past. Our Math Scores (combined Geo and Alg) dropped significantly in all three cells. Our proficiency dropped from FY19 (58%) to FY21 (37%). Our overall math learning gains dropped from FY19 (51%) to FY21 (31%) and our low 25 students in math dropped from FY19 (47%) to FY21 (36%). 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:

Our measurable goals for FY22 will be to have an 8% increase in our ELA Learning Gains. This would be an increase from 49% to 57%. Our ELA Lowest 25 learning gains would increase 8% from 25% to 33%. Our measurable goal for FY22 will be to have an 8% increase in all math accountability cells; proficiency from 37% to 45%, learning gains from 31% to 39% and low 25 36% to 44%.

Our ELA and Math learning gains for both low 25 and overall will be monitored by the following:

Monitoring:

- 1) Administrative Classroom Walkthrough Data and Feedback. Teachers will receive feedback from i-observation, email, face to face conversations, and scheduled teacher-admin data chats.
- 2) Assessments: USA's, FSQ's, PBPA's, and District Diagnostics will be analyzed by overall teacher, school and district comparisons. Student Item Analysis will be analyzed to see what standards are needing remediation.
- 3) Reading Plus Data will be pulled weekly to monitor overall C-readers per week students are completing.
- 4) Khan Academy data will be reviewed bi-monthly to ensure the majority of the school is making progress with time on task.
- 5) IXL data reports. Administration will review IXL reports bi-monthly.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

- 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.
- 2) Teacher/Student Data Chats-Teachers will conduct data chats with their students periodically throughout the year.
- 3) Differentiation of Instruction within all classrooms.
- 4) School wide marking up the text literacy strategies and WICOR strategies implemented in content area courses.
- 5) Scaffolding: Scaffold in prior knowledge targeted skills to help build student confidence.
- 6) Teaching High Priority Standards: Focus on standards that will be prerequisites for future learning in the course. Standards that are not prerequisites will not be focused on with the same level of intensity.
- 7) Progress Monitoring: Consistently monitoring students to see where student weaknesses are and then being able to address any essential missed learning.

**Rationale
for
Evidence-
based
Strategy:**

- 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.
- 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.
- 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.
- 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.
- 5) Scaffolding: Scaffold in prior knowledge targeted skills to help build student confidence.
- 6) Teaching High Priority Standards: Focus on standards that will be prerequisites for future learning in the course. Standards that are not prerequisites will not be focused on with the same level of intensity.
- 7) Progress Monitoring: Consistently monitoring students to see where student weaknesses are and then being able to address any essential missed learning.

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)
- 5) Within our PLC meetings teachers will discuss best practices on how to scaffold and weave in some of the concepts/standards that students are weak in. FSQ's and USA data will be utilized to determine the concept.
- 6) Teaching High Priority Standards: Within our PLC meetings teachers will discuss the most key standards and concepts to emphasize.
- 7) Review data from informal assessments from students in classrooms, USA's, FSQ's, Reading Plus reports and Diagnostics.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 261 out of 505 when compared to high schools statewide. We reported 3.1 incidents per 100 students. This rating was for a total enrollment of 2,253 students, with 69 incidents for the 2019-2020 school year. When looking at violent incidents were rated in the middle when compared to other high schools in the state. We are ranked as 8 out of 28 for Palm Beach County School District. We had 0 property incidents and rank #1 in the state and county. For drug and public order incidents we rated high relative to other schools. Our ranking was 335 out of 505 high schools. Our total reported suspension ranked very high. We had 153 in-school suspensions and 175 out of school suspensions in 2019-2020.

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).

To Support our students we will implement the following:

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.

We also integrate a Single School Culture by having Grade level virtual assemblies, family open house nights, curriculum nights, and virtual SAC meetings.

Our administration and guidance team work to ensure that all of our students have equitable access to advanced level courses by reviewing reports in SIS and analyzing each student's potential. We push to make sure we are providing access to students that may have been overlooked in the past.

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.

Our school integrates a Single School Culture by communicating our universal expectations through school-wide presentations, social media communication to parents and students, weekly newsletter to parents, students, and faculty. In addition, WTDHS utilizes callouts and mass email communication to provide continuous updates to our families.

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.

WTDHS strives on providing a learning environment that is inclusive for all students and stakeholders. Our school offers several programs and organizations to meet the needs of all students. Our students find support through organizations as the Black Student Union, Hope Ambassadors, LGBTQ+ Club, Best Buddies, Jewish Student Union, and Be the Change.

WTDHS offers a strong Mental Health Program to support our students. Through partnerships with Youth Services, Multilingual, DATA, YES Institute, and Compass our team is equipped to provide resources on and off-campus for our students and families. In addition, we have a full-time Behavior Health Professional, two Behavior interventionists, School Psychologist, and seven School Counselors.

WTDHS's SBT meets weekly to support referred students and implements individualized strategies for the student's success. Strategies are aligned to support the academic, behavioral, and social-emotional needs. Student and school-wide data are used to guide the SBT team in identifying areas of need.

WTDHS ELL students are supported through programs developed and implemented by our full-time ESOL Coordinator and full-time Community Language Facilitator.

WTDHS supports our ESE students with a full-time ESE Coordinator that facilitates Child Study Team meetings, IEP conferences, and support individualized scheduling for all ESE students. 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). In alignment, with school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Additional programs include a lunch Math Lab, National Honor Society tutoring in any subject area, and math tutoring every week after school. EOC, PERT, and FSA tutorials will begin in January 2022 and end in May 2022.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - promotes a safe, supportive, and positive environment for all stakeholders that fosters academic and social/emotional learning for our students.

School Counselors ensure a safe and supportive school climate that promotes the social, emotional, and academic development and success of all students. Counseling is provided for students during times of transition, separation, heightened stress, and critical change.

Teachers

A full-time Co-Located therapist is assigned to support the mental health needs of all students.

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.

A full-time Behavioral Health Professional (BHP) plans and conducts appropriate behavioral/mental health interventions and assists with crisis interventions services as part of the crisis support team.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	239-Other	2201 - William T. Dwyer High School	School Improvement Funds	2.0	\$0.00
			Notes: Math IXL and Edulastic Subscription			
Total:						\$0.00