

The School District of Palm Beach County

William T. Dwyer High School



2022-23 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: 8/17/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 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	2021-22: B (58%) 2018-19: B (58%) 2017-18: 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	ATSI
* 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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William T. Dwyer High School

13601 N MILITARY TRL, Palm Beach Gardens, FL 33410

<https://wtdh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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

Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brooks, Corey	Assistant 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 World Language 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 PE. 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.
Winfrey, Brenda	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.
Wojciechowsky, Paul	Assistant Principal	Supervises Science, Reading and Math. 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	ELL Compliance Specialist	(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.
Schneider, Deanna	Other	Supervises acceleration for AICE, AP, and IB. Supports teachers regarding training/professional development, classroom best practices, and instructional support. Responsible for monitoring enrollment and retention in accelerated programs. Works with Choice Coordinator for IB program. Coordinates student course registration process, including course selection and course progression. Aids with the Masterboard. Track and coordinate AICE diploma program.
Pratti, Vanessa	Other	Organizes and plans testing in all capacities for every grade level. Provides updates on testing goals to meet objectives of the School Improvement Plan. Collaborates with the testing committee to improve the testing environment. Tracks participation and monitors testing progress throughout the school year. Trains faculty and staff how to appropriately and efficiently administer and/or proctor standardized assessments. Identifies at-risk Seniors missing graduation requirements and works closely with the Senior Assistant Principal to get students on track to graduate.

Demographic Information

Principal start date

Wednesday 8/17/2022, Corey Brooks

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

142

Total number of students enrolled at the school

2,294

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	550	573	600	491	2214	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	159	134	141	572	
One or more suspensions	0	0	0	0	0	0	0	0	0	70	66	33	38	207	
Course failure in ELA	0	0	0	0	0	0	0	0	0	102	83	102	49	336	
Course failure in Math	0	0	0	0	0	0	0	0	0	123	194	147	72	536	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	135	137	112	65	449	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	121	163	91	62	437	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	121	218	167	118	624	

Using the table above, complete the table below with the number of students by current grade level who have 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	189	218	167	118	692	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	49	48	49	66	212	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	6	1	23	31	

Date this data was collected or last updated

Wednesday 8/17/2022

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	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	

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	55%	51%				59%	57%	56%
ELA Learning Gains	55%						48%	51%	51%
ELA Lowest 25th Percentile	42%						35%	43%	42%
Math Achievement	37%	42%	38%				58%	54%	51%
Math Learning Gains	45%						51%	45%	48%
Math Lowest 25th Percentile	42%						47%	43%	45%
Science Achievement	61%	43%	40%				67%	73%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	73%	53%	48%				71%	74%	73%

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

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
2022					
2019	67%	69%	-2%	67%	0%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	69%	2%	70%	1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	64%	-19%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	60%	4%	57%	7%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	43	40	18	29	44	45	39		96	16
ELL	15	45	44	12	30	33	30	33		95	40
ASN	69	66		50	47		71	91		100	77
BLK	30	44	38	19	37	40	38	41		99	43
HSP	54	53	42	36	44	27	59	73		99	68
MUL	71	67		44	55		76	82		97	76
WHT	66	60	50	49	49	50	74	84		98	79
FRL	40	48	40	24	39	40	47	58		98	56
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	38
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53

Hispanic Students	
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	71
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	66
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 FY21 and FY22 data our ELA proficiency dropped from FY21 (59%) to FY22 (55%). However our gains for both low 25 and overall dramatically improved. We improved our low 25 gains from FY21 (26%) to FY22 (41%). Our overall ELA gains improved from FY21 (47%) to FY22 (55%). We were also able to demonstrate improvement in ELA from our pre-Covid year FY19. Our overall ELA composite score from FY19 was 142 compared to 152 in FY22 for a 10 point overall increase. Our Math scores showed significant overall improvement from FY21 to FY22. Our proficiency improved from FY21 (36%) to FY22 (37%). Our overall gains improved from FY21 (21%) to FY22 (45%) in Math. Our low 25 improved from FY21 (23%) to FY22 (42%). Our overall ESSA score improved from 48% to 56%. We saw the largest gains in our Black/African American students as the group improved from 32% to 43%, surpassing the 41% threshold level. Students with Disabilities improved from 32% to 40% relative to last year, however did not meet the 41% federal threshold level.

Our Economically Disadvantaged students improved from 39% to 43% compared to last year, also eclipsing the 41% threshold levels. Our English Language Learners improved from 36% to 38%. We will look to continue to build on each subgroup's levels, however there will be a greater instructional focus with our Students with Disabilities and English Language Learners as they did not reach the 41% threshold.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based upon our data components and progress monitoring our low 25 and overall gains for both math and ELA demonstrate the greatest needs for improvement. For ELA our teachers will be closely monitoring the (FAST) Progress Monitoring Assessments provided by the state as well as our FSQ's and USA's provided by the district. It will be imperative that teachers have data chats with the students on a consistent basis based upon how they performed last year and how they are currently performing based upon the aforementioned assessments. Teachers will work with the students to set clear academic goals in their classes. Administration will also conduct data chats with teachers regarding how they performed overall in FY22 and look at each teachers overall gains, low 25 gains and proficiency. Our Black/African American subgroup showed the greatest amount of growth by improving from 32% to 43%. Our English Language Learners need the most support as they only made it to 38% for their ESSA score.

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), Students with Disabilities, and English Language Learners were affected negatively the most from virtual learning over a year ago and still have not recovered many of the foundational skills to be successful. Our teachers will need to work more to address individual student deficiencies by reviewing data and working with students in small group settings in both Math and ELA. Data will be pulled from informal classroom assessments, FSQ's, USA's, performance monitoring assessments and also past year testing history. 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 2022 state assessments, showed the most improvement?

Three components showed the greatest improvement from FY21 to FY22. The first was our overall Low 25 ELA gains showed an improvement from FY21 (26%) to FY22 (42%). We also demonstrated tremendous improvement in our overall math gains from FY21 (21%) to FY22 (45%). Our graduation rate was the highest in the school's history improving from FY21 (92%) to FY22 (98%). Breaking down our ESSA results our Black/African American showed the most growth as they increased from 32% to 43%.

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

Contributing factors to the improvement of overall scores in Math and ELA were having most students back in school consistently for face to face learning. In ELA we focused on writing skills for the last 2 months in March and April. We also brought in district trainers to support our teachers in reviewing their diagnostic data and setting up a strong writing plan. A district writing specialist also came to the school twice a week to work with our low 25 students in writing. The specialist had data chats with the students, and modeled how to improve student writing with our reading teachers. Reading teachers were then able to follow up and reinforce the writing learning modules that were being provided to the students by the specialist support member. Our ELA teachers also worked closely together in PLC's to review FSQ, USA, and Diagnostic data to determine key secondary FSA benchmarks that they wanted to focus in on as a team. Our math teachers (Algebra and Geometry) held bi-weekly PLC's to review best practices for

upcoming units and also reviewed data from USA's and FSQ's to determine high return on investment standards to infuse throughout the units. IXL was also utilized as a tool to remediate and build basic math skills. Our increase in overall ESSA and Black/African-American subgroup was the direct result of increased face to face instruction. This also allowed for an increased amount of data chats with teachers and students to set goals and action plans.

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

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 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.
- 4) Setting up students with small group instruction with a focus on improving differentiation of instruction to meet students individual needs. During this process a major focus will be on our ELL and ESE population.

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. Focusing on new BEST standards. Looking at content focus and what does not need to be taught.
- 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.
- 4) Training on the new resources offered to teach the new BEST standards especially in Math (Algebra Nation) and ELA content areas.
- 5) ESE and ELL instructional intervention strategies to address our lower performing ESSA subgroups.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Although we improved significantly in many of our cells this year, our ultimate goal is to reach 62% of all possible points or 620 total points. Currently we are at a 577 total and need to show a significant improvement in both ELA and Math (Algebra and Geometry).</p> <p>This year's new BEST standards are going to be paramount for our teachers to be successful this year and in upcoming years once cut scores are set. As a result one of our main areas of focus is going to ensure that our teachers are properly trained and understand how to deliver the most efficient lessons based upon the new BEST standards. Although our ELA and Math gains improved we are setting a goal of reaching at least a score of 60% learning gains in the future (FY24) for all four learning gain categories in both Math and ELA after our baseline year. We will also focus on improving our English Language Learners and Students with Disabilities subgroups as they are currently under the 41% threshold for ESSA Standards.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>As learning gains will not be a measurable outcome and at this time we do not exactly know the measurement of improvement for each performance category. As a final goal we will look to increase the percentage of students that were proficient by 10%. In ELA we would like to increase from FY22 (55%) to FY23 (65%). In math we would like to improve from FY22 (53%) to FY23 (63%). Our goal for our ESSA subgroups particularly English Language Learners and Students with Disabilities is to improve by 5% in each category.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<ol style="list-style-type: none"> 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 FAST assessments will be analyzed by overall teacher, school and district comparisons. Student Item Analysis will be analyzed to see what standards are needing remediation. 3) USA's, FSQ's and FAST reports will be disaggregated by ESSA subgroups to monitor progress in each category. 4) Reading Plus Data will be pulled weekly to monitor overall C-readers per week student completion. 5) IXL data reports. Administration will review IXL reports bi-monthly.
Person responsible for monitoring outcome:	<p>Corey Brooks (corey.brooks@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<ol style="list-style-type: none"> 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.

being
implemented
for this Area
of Focus.

- 3) Differentiation of Instruction within all classrooms.
- 4) Training teachers in the use of the tutoring product provided by the district "Paper". Teachers and students can use this not only for tutoring but as a resource in the classroom to help differentiate instruction. Paper is a great resource for giving students writing feedback as well.
- 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.
- 8) ESE and ELL strategies will be infused into professional development to ensure teachers have the proper instructional tools to support our students.

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 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. During PLC's teachers will also discuss specific strategies to address our ELL and ESE ESSA subgroups to ensure they are successful.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

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, give them individualized strategies to reach their goal or target, 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 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.

8) ESE/ELL professional development: Training teachers to ensure they are able to differentiate their strategies appropriately with their ESE and ELL students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Club.

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 (BHP), 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, and FSA tutorials will begin in January 2023 and end in May 2023.

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

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- assigned to support the mental health needs of all students.

A full-time DATA Case Manager- 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 intervention services as part of the crisis support team.