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Whiddon Rodgers Education Center

700 SW 26TH ST, Fort Lauderdale, FL 33315

[no web address on file]

Demographics

Principal: Wylie Howard

Start Date for this Principal: 2/4/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
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	CS&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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year	2012-13
Grade	

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Our mission is to provide appropriate alternative educational strategies and resources that support social emotional growth and instill a desire to become lifelong learners.

Provide the school's vision statement.

Our vision is to become a nationally recognized school of excellence in innovative educational alternatives designed to prepare students for college and careers.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Howard, Wylie	Principal	Lead teachers and staff, set goals for the school and work to meet academic needs of all students. Overseeing school operations, budgets, discipline, and hiring and ensuring that each is efficiently producing positive results.
Ross, Stacey	SAC Member	Monitor the State and District School Improvement plan.
Smith, Sabrina	Assistant Principal	Assists the Principal with the teachers and staff, by carrying out goals for the school to meet academic needs of all students. Overseeing school operations, budgets, discipline, and hiring and ensuring that each is efficiently producing positive results.
Allman, Tashua	SAC Member	Monitor the State and District School Improvement plan.

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	1	8	77	99	143	283	600	1211
Attendance below 90 percent	0	0	0	0	0	0	0	88	52	67	69	80	69	425
One or more suspensions	0	0	0	0	0	0	0	50	58	47	50	47	24	276
Course failure in ELA or Math	0	0	0	0	0	0	100	50	58	5	1	1	1	216
Level 1 on statewide assessment	0	0	0	0	0	0	0	100	92	95	94	92	96	569

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	88	86	64	64	68	53	423

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	50	27	1	1	1	23	103
Students retained two or more times	0	0	0	0	0	0	0	88	43	44	29	14	26	244

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

66

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	60	46	75	88	82	82	433
One or more suspensions	0	0	0	0	0	0	0	60	52	51	51	45	20	279
Course failure in ELA or Math	0	0	0	0	0	0	0	40	28	4	6	2	1	81
Level 1 on statewide assessment	0	0	0	0	0	0	0	86	93	85	94	88	93	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	80	86	75	69	56	66	432

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	0%	57%	56%	0%	56%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	45%	42%	0%	43%	41%
Math Achievement	0%	51%	51%	0%	50%	49%
Math Learning Gains	0%	44%	48%	0%	43%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	66%	68%	0%	62%	65%
Social Studies Achievement	0%	71%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	8 (0)	77 (0)	99 (0)	143 (0)	283 (0)	600 (0)	1211 (0)
Attendance below 90 percent	0 ()	88 ()	52 ()	67 ()	69 ()	80 ()	69 ()	425 (0)
One or more suspensions	0 (0)	50 (0)	58 (0)	47 (0)	50 (0)	47 (0)	24 (0)	276 (0)
Course failure in ELA or Math	100 (0)	50 (0)	58 (0)	5 (0)	1 (0)	1 (0)	1 (0)	216 (0)
Level 1 on statewide assessment	0 (0)	100 (0)	92 (0)	95 (0)	94 (0)	92 (0)	96 (0)	569 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019	0%	55%	-55%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	7%	59%	-52%	56%	-49%
	2018	2%	60%	-58%	58%	-56%
Same Grade Comparison		5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		7%				
09	2019	0%	57%	-57%	55%	-55%
	2018	5%	55%	-50%	53%	-48%
Same Grade Comparison		-5%				
Cohort Comparison		-2%				
10	2019	5%	53%	-48%	53%	-48%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019	0%	53%	-53%	54%	-54%
	2018	0%	54%	-54%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	2%	45%	-43%	46%	-44%
	2018	0%	47%	-47%	45%	-45%
Same Grade Comparison		2%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	1%	43%	-42%	48%	-47%
	2018	0%	45%	-45%	50%	-50%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	1%	67%	-66%	67%	-66%
2018	6%	62%	-56%	65%	-59%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	71%	-71%
2018	0%	70%	-70%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	67%	-62%	70%	-65%
2018	7%	66%	-59%	68%	-61%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	1%	61%	-60%	61%	-60%
2018	25%	63%	-38%	62%	-37%
Compare		-24%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	0%	51%	-51%	56%	-56%
Compare		0%			

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										35	
ELL										19	10
BLK										17	8
HSP										23	
WHT										17	
FRL										18	7
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											
ELL											
BLK											
HSP											
WHT											
FRL											
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											
ELL											
BLK											
HSP											
WHT											
FRL											

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)	CS&I
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	56
Total Components for the Federal Index	3
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	21
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
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	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	17
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Hispanic and white students showed the lowest performance. The main contributing factor for Hispanic students is the language barrier. The majority of our ELL students are new to the country and exhibit little to no English Language competency. Barriers for white students include low attendance, low socioeconomic status and being a minority in our student population. 80% of our student population is black/African American.

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

From the prior year, none of our subgroups showed a decline. All of our subgroups showed an increase.

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.

The data component with the greatest gap was the Civics EOC with -71%. The factors that contribute to this gap is the lack of student motivation to pass the test.

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

The data component that showed the most improvement is the white students, with an increase of 14%.

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

Per the Early Warning Systems data from Part I, we have identified our area of concern as being attendance. More than half of our students have attendance below 90%. 52-88% of students in grade levels 6-12, exhibited attendance below 90%.

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

1. Hispanic & white students
2. Students w/Disabilities
3. Black/African Americans
4. Economically Disadvantaged
5. English Language Learners

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Hispanic Students
Rationale	Hispanic students were the lowest ESSA Subgroup for 2018-19, they had a Federal Percent of Points Index of 17%

State the measurable outcome the school plans to achieve	For the 2019-2020 school year, the Hispanic students Federal Percent of Points Index will increase by 5%. This goal is based on our previous years increase from 13%-17%, which is a 4% increase.
Person responsible for monitoring outcome	Wylie Howard (wylie.howard@browardschools.com)
Evidence-based Strategy	Whiddon-Rogers Education Center's Hispanic students will receive additional support through our Latinos in Action (LIA) group, which is an established club on our campus modeled after Achievement for Latinos through Academic Success (ALAS). LIA is an intervention for middle and high school students that is designed to address student, school, family and community factors that affect dropping out. Each student is assigned a counselor or mentor who monitors attendance, behavior, and academic achievement.
Rationale for Evidence-based Strategy	The What Works Clearinghouse (WWC) reviewed one study on ALAS that met WWC standards. This study found potentially positive effects on staying in school and potentially positive effects on progressing in school.

Action Step	
Description	<ol style="list-style-type: none"> 1. Identify Hispanic students at-risk for chronic absenteeism, low academic performance, and behavior problems 2. Monitor attendance, behavior, and academics of the identified students 3. Assign students a mentor/counselor to monitor progress 4. Engage students' families through the Latinos in Action club 5. Connect students and families to community services
Person Responsible	Sabrina Smith (sabrina.smith@browardschools.com)

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).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

N/A

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Hispanic Students				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0452 - Whiddon Rodgers Ed. Center	Other		\$3,000.00
			<i>Notes: Hispanic students will receive additional support through our Latinos in Action(LIA) group. LIA will address student, school, family and community factors that address dropping out. These funds will be used to support the students and families to increase their academic success.</i>			
					Total:	\$3,000.00