

Broward County Public Schools

Henry D Perry Education Center



2021-22 Schoolwide Improvement Plan

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Henry D Perry Education Center

3400 WILDCAT WAY, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Kristin Baltazar

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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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Henry D Perry Education Center

3400 WILDCAT WAY, M IR Amar, FL 33023

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 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	2015-16
Grade	F

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SIP Authority

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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.

The mission of Henry D. Perry Education Center is to foster a learning environment that aligns the interest of students to college preparatory or career pathways in support of their post- secondary aspirations.

Provide the school's vision statement.

Our vision is to strengthen the academic foundation of all learners perpetuating a desire to reach their limitless potential.

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
Lockhart-Talley, Tracy	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position</p>
Baltazar, Kristin	Assistant Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-

Name	Position Title	Job Duties and Responsibilities
		<p>based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial</p>

Name	Position Title	Job Duties and Responsibilities
		<p>reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal</p>

Name	Position Title	Job Duties and Responsibilities
		opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position

Demographic Information

Principal start date

Wednesday 7/1/2020, Kristin Baltazar

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.*

2

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.*

3

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

1,411

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

7

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

11

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	8	18	62	97	291	1202	1678
Attendance below 90 percent	0	0	0	0	0	0	0	6	16	37	81	241	1040	1421
One or more suspensions	0	0	0	0	0	0	0	1	0	2	3	6	8	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	4	9	16
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	2	7	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	9	30	32	122	389	583
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	8	26	34	68	481	618
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	4	7	0	0	0	11

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	4	14	37	46	150	681	932

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	2	1	13	0	0	1	17
Students retained two or more times	0	0	0	0	0	0	0	1	3	7	8	26	221	266

Date this data was collected or last updated

Friday 8/20/2021

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	9	40	66	151	341	1119	1726
Attendance below 90 percent	0	0	0	0	0	0	0	6	18	47	132	295	1000	1498
One or more suspensions	0	0	0	0	0	0	0	4	22	24	42	66	98	256
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	4	0	6
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	4	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	6	40	11	21	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	6	40	11	21	0	0	78

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	4	15	26	67	94	595	801

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	3	0	0	13	446	462
Students retained two or more times	0	0	0	0	0	0	0	4	9	17	42	32	363	467

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	9	40	66	151	341	1119	1726
Attendance below 90 percent	0	0	0	0	0	0	0	6	18	47	132	295	1000	1498
One or more suspensions	0	0	0	0	0	0	0	4	22	24	42	66	98	256
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	4	0	6
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	4	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	6	40	11	21	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	6	40	11	21	0	0	78

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	4	15	26	67	94	595	801

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	3	0	0	13	446	462
Students retained two or more times	0	0	0	0	0	0	0	4	9	17	42	32	363	467

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					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	10%	59%	-49%	56%	-46%
Cohort Comparison		0%				
09	2021					
	2019	10%	57%	-47%	55%	-45%
Cohort Comparison		-10%				
10	2021					
	2019	4%	53%	-49%	53%	-49%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	67%	-56%	67%	-56%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	67%	-49%	70%	-52%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	61%	-55%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	2%	56%	-54%	57%	-55%

Grade Level Data Review - Progress Monitoring Assessments

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

Teachers progress monitor data by using formative assessments tools provided by their course departments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			4%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	20/5%	4%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	no info	no info	7%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			18/22%
	Economically Disadvantaged			20%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			3%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			17/6%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			21/0%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	20/5	35/6%
	Economically Disadvantaged	0%	05	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	4	36/14%	25/20%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	61/26	34/9%	50/22%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			23/4%
	Economically Disadvantaged			14%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/2%	35/6%	17/10%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	4	36/14%	25/20%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	61/26%	34/9%	50/25%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			15%
	Economically Disadvantaged			20%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			11%
	Economically Disadvantaged			20%
	Students With Disabilities			20%
	English Language Learners			0%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			33%
	Economically Disadvantaged			0%
	Students With Disabilities			0%
	English Language Learners			100%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			29%
	Economically Disadvantaged			27%
	Students With Disabilities			0%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring

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								8		18	
ELL										36	4
ASN										40	
BLK		45		5	50		7	18		26	8
HSP		10		17				38		25	8

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										32	9
WHT										20	20
FRL				13				25		23	10
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										9	
ELL										8	
ASN										8	
BLK		30			6			18		11	7
HSP				5			15	30		9	14
MUL										13	
WHT				8				55		10	7
FRL		10			19		7	12		9	11
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

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	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	8
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	9
Percent Tested	26%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7
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	23
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	40
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	20
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	18
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	21
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	20
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	18
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?

Due to the increase of students with disabilities and English language learners, we saw a dramatic decline in performance ability on state assessments that require higher level DOK thinking skills.

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

An analysis of the data revealed that math scores decreased due to in house changes that were made. The homogenous scheduling of teachers interfered with the focus of instruction. Teachers were focused on teaching course standards rather than focused on state standards.

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

The transient nature of our students presents natural gaps in our diverse population. For example, a newly enrolled student may have met their Algebra course requirement, but has not passed the mandatory state assessment. The length of time between when they took the course and when they sit for the required state assessment. The lapse in instruction between the completion of the course and testing creates a knowledge gap.

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

A cross curricular approach for ELA was implemented in all content areas. After a review of the data a writing across the curriculum plan was created to focus on areas where students showed writing deficiencies.

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

One contributing factor is student attendance. Our trend shows that a large percentage of our students have severe absences.

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

Building knowledge and vocabulary.
 Use various learning strategies.
 Prioritize teaching to the standards.
 Cover essential learning that may have been missed.

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.

Through PLC's Henry D. Perry Education Center will address student academic performance. 8 professional development days will take place during the 2021-2022 school year will also provide opportunities for teachers and leaders to enhance their knowledge and teaching strategies that will assist with the overall academic performance for students.

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

Additional services for the next year and beyond will be professional development days every year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: The contents that will be of primary focus for improving student achievement will be in the areas of math and reading learning gains as well as contributing to increased overall mathematics and reading proficiency levels. An analysis of the data revealed that math scores decreased due to in house staffing and scheduling changes that were made. The homogenous scheduling of teachers interfered with the standard driven focus of instruction. Teachers were focused on teaching course standards rather than focused on the state standards.

We plan to increase ELA and Math learning gains by 2% from the previously tested year.
 31.6% of total school population is economically disadvantaged
 89.1% of total school population is minority

Measurable Outcome: 94% of black males who tested for Algebra 1 or Geometry scored a level 1 or 2
 100% of Hispanic males who tested for Algebra 1 or Geometry scored a level 1
 89% of ELL students tested for Algebra 1 or Geometry scored a level 1
 97% of SWD students tested for Algebra 1 or Geometry scored a level 1
 93% of black males tested for FSA ELA scored a level 1 or 2
 89% of Hispanic males tested for FSA ELA scored a level 1 or 2
 100 % of ELL students tested for FSA ELA scored a level 1 or 2
 95% of SWD students tested for FSA ELA scored a level 1 or 2

Monitoring: Curriculum coaches and administration will review pre, mid, and post assessment data, to include Mastery Connect and teacher-made assessments, for entire school and listed subgroups of students. Teachers will conduct data chats with students to inform them of gains being made towards individual and school goals. Adjustments to instructional lesson plans and focus calendars will be made as needed.

Person responsible for monitoring outcome: Kristin Baltazar (kristin.baltazar@browardschools.com)

Evidence-based Strategy: All content area teachers are expected to present a 10 minute standard driven lesson daily.

Rationale for Evidence-based Strategy: We saw a decrease in math learning gains due to in house staffing changes that were made. The homogeneous scheduling of teachers interfered with the standard driven focus of instruction. Teachers were focused on teaching course standards specific to their assigned subject rather than focusing their instruction on required state assessment strands. After a deeper look into our data, we determined that all ESSA subgroups were impacted by the same decreases in math learning gains.

Action Steps to Implement

Mastery Connect and individual student test prep consumables will be used to supplement Math and ELA courses.

Person Responsible Kristin Baltazar (kristin.baltazar@browardschools.com)

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.

Statewide, disruption on campus ranks 6th in terms of top reported incidences compared to it being our top ranked offense. Teachers will implement lesson plans and have classroom discussions with students regarding behavior expectations. Teachers will greet students at their door each day to ensure a welcoming environment. Additionally, teachers will provide positive behavior reinforcements and will periodically reiterate classroom expectations as new students are enrolled and scheduled. Support staff will maintain visibility throughout the day, particularly during class changes and lunch. Our goal is to decrease the number of discipline referrals by 20% during the 2021-2022 school year.

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.

In their beginning orientation, students know what is expected of them to contribute to Henry D. Perry's positive culture and environment. The mission and vision of Henry D. Perry Education Center were developed by staff and administration, with a positive school culture in mind for everyone on campus. When students are interested in what they're learning, reaching their potentials, and working towards building their future, the environment of the school is more positive.

There are a few ways Henry D. Perry Education Center builds their positive school culture and environment and it starts with the faculty and staff. Employees at Henry D. Perry Education Center hold themselves accountable to model positive behavior, values, and relationships. They invest in their students and build relationships with them and their families because they know that when students and families feel valued and respected, they are more likely to work harder and have better behavior.

The anti-bullying policy at Henry D. Perry Education Center provides consistent leadership amongst those providing discipline and consequences to students in need of redirection and guidance. This assists students in having a more positive lifestyle and outlook, while interacting with adults and peers at school.

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

Employees at Henry D. Perry Education Center hold themselves accountable to model positive behavior, values, and relationships. They invest in their students and build relationships with them because they know that when students feel valued and respected, they are more likely to work harder and have better behavior.

Families of our students also play a huge role in promoting positive culture and environment at school. If the environment at home is positive, it carries over to school and everyday life.

Henry D. Perry Education Center works closely with Broward College, Atlantic Technical College, Sheridan Technical College, and McFatter Technical College to give students ideas and opportunities for college and career pathways after graduating high school at Henry D Perry.

The school will continue to advocate for students by building relations with families, parents, and community members by hosting Open Houses where they gather information about the school and programs being offered. They get to meet the teachers and staff to create and develop personal relationships.

Establish partnership with Masonic Lodge and the City of Miramar to provide donations of food items for students in the area who are in need.

Continue to partner with community churches that provide items to the Teen Parents to assist them with baby essentials.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,880.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			6501 - Henry D Perry Education Center	General Fund		\$2,880.00
		<i>Notes: Burlington English- this will allow the English Language Learners to improve their English Language Acquisition and thereby increase the Reading and Mathematics learning gains.</i>				
Total:						\$2,880.00