

Broward County Public Schools

Whiddon Rodgers Education Center



2021-22 Schoolwide Improvement Plan

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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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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* 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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Whiddon Rodgers Education Center

700 SW 26TH ST, Fort Lauderdale, FL 33315

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 6-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

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

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Howard, Wylie | Principal | Lead the school community, set purposeful goals for the school and work to meet academic needs of all students. Oversee school operations, school budget, discipline, and hiring and ensuring that each staff member is efficiently producing positive results. |
| Mckee-Savage, Esther | Assistant Principal | Assist the Principal with the teachers and staff, by carrying out achievement 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. |
| Previl, Dania | SAC Member | Monitor the State and District School Improvement Plan. |
| Ross, Stacey | SAC Member | Monitor the State and District School Improvement Plan. |
| Dalencour, Kervin | SAC Member | Monitor the State and District School Improvement Plan. |

Demographic Information

Principal start date

Wednesday 2/4/2015, Wylie Howard

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.*

0

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.*

6

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

818

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

0

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

5

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 | 15 | 51 | 87 | 82 | 149 | 416 | 800 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 42 | 68 | 65 | 126 | 344 | 659 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 1 | 3 | 5 | 13 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 42 | 2 | 1 | 0 | 0 | 53 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 33 | 3 | 0 | 0 | 0 | 46 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 29 | 48 | 46 | 68 | 207 | 403 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 31 | 54 | 44 | 30 | 185 | 352 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 49 | 4 | 0 | 0 | 0 | 68 | |

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 | 15 | 46 | 64 | 53 | 77 | 264 | 519 | |

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 | 0 | 0 | 0 | 4 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | 21 | 10 | 12 | 73 | 135 |

Date this data was collected or last updated

Monday 8/16/2021

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 | 1 | 36 | 75 | 73 | 141 | 211 | 423 | 960 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 52 | 60 | 111 | 172 | 326 | 747 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 40 | 22 | 48 | 65 | 70 | 266 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 33 | 1 | 1 | 2 | 0 | 65 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 33 | 1 | 1 | 2 | 0 | 65 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 49 | 33 | 54 | 0 | 0 | 143 |
| Level 1 on 2019 statewide Math assessment | 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 | 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 | 31 | 53 | 33 | 60 | 86 | 221 | 484 |

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 | 0 | 0 | 8 | 189 | 197 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 31 | 34 | 46 | 118 | 279 |

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 | 1 | 36 | 75 | 73 | 141 | 211 | 423 | 960 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 52 | 60 | 111 | 172 | 326 | 747 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 40 | 22 | 48 | 65 | 70 | 266 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 33 | 1 | 1 | 2 | 0 | 65 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 33 | 1 | 1 | 2 | 0 | 65 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 49 | 33 | 54 | 0 | 0 | 143 | |
| Level 1 on 2019 statewide Math assessment | 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 | | |
| | 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 | 31 | 53 | 33 | 60 | 86 | 221 | 484 | |

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 | 0 | 0 | 8 | 189 | 197 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 31 | 34 | 46 | 118 | 279 | |

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 | | | | | 57% | 56% | | 58% | 56% |
| ELA Learning Gains | | | | | 52% | 51% | | 54% | 53% |
| ELA Lowest 25th Percentile | | | | | 45% | 42% | | 47% | 44% |
| Math Achievement | | | | | 51% | 51% | | 49% | 51% |
| Math Learning Gains | | | | | 44% | 48% | | 45% | 48% |
| Math Lowest 25th Percentile | | | | | 43% | 45% | | 46% | 45% |
| Science Achievement | | | | | 66% | 68% | | 64% | 67% |
| Social Studies Achievement | | | | | 71% | 73% | | 70% | 71% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 0% | 55% | -55% | 52% | -52% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 7% | 59% | -52% | 56% | -49% |
| Cohort Comparison | | 0% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 0% | 57% | -57% | 55% | -55% |
| Cohort Comparison | | -7% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 5% | 53% | -48% | 53% | -48% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 0% | 53% | -53% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 2% | 45% | -43% | 46% | -44% |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 1% | 43% | -42% | 48% | -47% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 1% | 67% | -66% | 67% | -66% |

| 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 | 5% | 67% | -62% | 70% | -65% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 1% | 61% | -60% | 61% | -60% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 56% | -56% | 57% | -57% |

Grade Level Data Review - Progress Monitoring Assessments

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

For Math, 7th and 8th grade (IReady), 9th-12th grade(Math Nation, Khan Academy).

For ELA, 7th -12th grade (Achieve 3000 and FAIR testing)

For ESOL student, 7th-12th grade (Burlington English)

For Career and Technical Education, 8th-12th grade (Gmetrix and LearnKey)

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Grade 7 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

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

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

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 | | | | | | | | | | 37 | 7 |
| ELL | | | | | | | | | | 45 | 5 |
| BLK | 7 | 23 | | | | | | | | 37 | 6 |
| HSP | | | | | | | | | | 14 | |
| WHT | | | | | | | | | | 20 | |

| 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 |
| FRL | 7 | 23 | | | | | | | | 34 | 6 |
| 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 |

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 | 22 |
| 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 | 39 |
| Total Points Earned for the Federal Index | 108 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 52% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 22 |
| 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 | 30 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|--|-----|
| 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 | 22 |
| 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 | 14 |
| 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 | 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 | 22 |
| 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?

One specific trend that stands out is the underperformance of 8th grade students in all subject areas. Specifically, in math, based on data from Iready, students are performing two grades lower than their actual grade.

Upon reviewing the early warning systems data, 96% of our 8th grade students have a substantial reading deficiency. 82% of 8th grade students have a course failure in English. 64% have a course failure in Math.

In terms of ESSA data, one trend includes the Hispanics and White students remaining at the same percentage of 17% for two consecutive years.

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

Due to the COVID-19 pandemic, Florida state testing was waived for the 2019-2020 school year.

From the prior year, we had a decline of grade-level data within our 9th-grade cohort from 5% in 2018 to (%) in 2019.

Based on progress monitoring data and state need assessment, the data components that showed the lowest performance and in need of the greatest improvement are the ELL, Hispanics, and White students.

ELL students have a federal index of 21%. Hispanic students had a federal index of 17% and White Americans had a federal index of 17% as well.

Additionally, based on 2019 statewide assessment results, 65 % of 8th-grade students received a level 1.

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

For all subgroups, the COVID-19 pandemic has been a contributing factor to student progress. State testing was limited to brick-and-mortar. This limited many students from coming into school to take state assessments and engage in the learning process.

For 7th and 8th-grade math students, the new action for the 2021-2022 school year includes academic support for Math teachers through push-ins and pull-out of struggling learners. The academic support math personnel will also be analyzing data and drawing conclusions to best

practices for math teaching strategies.

For 7th and 8th grade ELA students, academic support will also be provided by ELA academic support personnel going into classes to push-ins and pull-outs of struggling learners. The academic support ELA personnel will be directly supporting ELA students through lab sessions.

For Hispanics, the contributing factor to last year's lowest performance includes the bulk of Hispanic students that are identified as ESOL. The language barrier creates a limit to learning and grasping concepts compared to their non-ESOL peers.

For White Americans, the major contributing factor lies in low attendance, low socioeconomic status, and being the minority in our population made up of 80% Black students.

New actions that will have to be put in place include data dive teams that will review the corresponding data of each component.

Moreover, the ESOL academy will provide weekly tutoring for ELL learners to learn new ways to gain comprehension skills using testing tips and strategies to pass their assessments.

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

Due to Covid-19 there is no assessment data for SY21. All assessment data was based on assessments for SY19 which was carried over until last year. The progress monitoring tools utilized in Math were the following: 7th through 8th grade (IReady), and 9th through 12th grade (Math Nation, and Khan Academy). The progress monitoring tools utilized in English Language Arts were the following: 7th through 12th grade (Achieve 3000, and Burlington English). Although these components were put in place as resources to provide instructional support to the students our level of proficiency in ELA was: 6th grade - NA; 7th grade – 0%; 8th grade – 7%; 9th grade – 0%; 10th grade – 5%. And our level of proficiency in Math was: 6th grade - NA; 7th grade – 0%; 8th grade – 2%; Algebra I – 1%; Geometry – 0%.

The area that demonstrated most improvement:

As a result of the ESOL Academy implemented last school year:

As of April 26, 2021, 44 of 65 ELL students (66%) completed the ACCESS 2.0 exam. •ACCESS 2.0 testing window has been extended until May 28, 2021. •ACCESS 2.0 Scores will be available in August of 2021.

In November, 2020, 15 of the 58 ELL (26%) students attended the ESOL Academy regularly.

•Currently, 25 of the 65 ELL students attend an increase of 12.4%.

17 of 41 students (41%) made Learning Level gains in Burlington English

95 of 123 (77%) students increased 1 Lexile level in Achieve 3000

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

The ESOL Academy had a major impact on this improvement. Due to the learning strategies, tutoring Thursdays, staff engagement, students were aware of the Access 2.0 tests and utilize the reading and writing strategies to improve student achievement.

In addition to utilizing various instructional supports (IReady, Math Nation, Khan Academy, Achieve 3000, and Burlington English) we implemented a data dive team to brainstorm ideas for strategies

and tips on how to improve struggling learners in both Math and ELA.

Additionally, the HERO program increased positive reinforcements for students and staff. Importantly, we decreased the amount of school suspensions by implementing rewards through HERO program.

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

For our ELL, Hispanic, White, and Middle school students, we will use modeling, group projects, and Vocabulary.com as strategies to assist our students.

Additionally, creating a culture that fosters high student achievement through programs such as HERO & SOAR. Lastly, data chats with students upon the completion of assignments and/or assessments will also serve as a strategy to accelerate learning.

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

Based on school-wide needs, the following professional development areas will be presented:

ESOL strategies training using Ellevation software

PBIS (Positive Behavioral Interventions and Support) training

HERO Program Training

ELA Curriculum Training

Khan Academy and Math Nation Training

Chat and Chews for Teachers

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

Progress monitoring and data driven department audits will be at the forefront to ensure sustainability of improvement for the next year and beyond. As well as timely feedback and praise to students and staff for their efforts, improvements, and completion of the program.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Hispanic

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|---|--|
| Area of Focus Description and Rationale: | Hispanic students were selected as an area of focus due to their low performance for two consecutive years based on ESSA data. Moreover, Hispanic students were the lowest ESSA Subgroup for 2020-2021, these students had a Federal Percent of Points Index of 17%. |
| Measurable Outcome: | For the 2021-2022 academic school year, Hispanic students' Federal Percent of Points Index will increase by 3%. This goal is based on our previous years of consecutive low performance reaching for 5%. |
| Monitoring: | To monitor the progress of Hispanic students, special emphasis will be placed on the ESOL Academy team to monitor students' behavior, attendance, and academics. |
| Person responsible for monitoring outcome: | Stacey Ross (stacey.ross@browardschools.com) |
| Evidence-based Strategy: | The strategy being used will be monitoring students through ESOL Academy Tutoring Thursday, 2-hour tutoring sessions, once a week to monitor students. |
| Rationale for Evidence-based Strategy: | We will monitor students using Burlington English and Achieve 3000 applications to monitor the student's academics, the attendance committee to monitor attendance, and the Hero behavior management system to monitor behavior. |

Action Steps to Implement

For the 2021-2022 academic school year, Hispanic students' Federal Percent of Points Index will increase by 3%. This goal is based on our previous years of consecutive low performance reaching for 5%. This will be achieved by increasing student attendance by 5% for the ESOL Academy and the ACCESS 2.0 test every Thursday.

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|---------------------------|--|
| Person Responsible | Esther Mckee-Savage (esther.mckee-savage@browardschools.com) |
|---------------------------|--|

#2. Instructional Practice specifically relating to ELA

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|---|---|
| Area of Focus Description and Rationale: | Based on progress monitoring tool's data, middle students are struggling with Language Arts. Additionally, the majority of 7th and 8th grade students have reading deficiencies. |
| Measurable Outcome: | For the 2021-2022 school year, the 7th and 8th grade students' progress monitoring data results will increase by 5%. |
| Monitoring: | Using Data Dive teams, Whiddon-Rogers Education Center will brainstorm and generalize ideas using monitoring tools such as Achieve 3000. Additionally, academic support personnel will offer push ins and pull outs for struggling readers through English lab. |
| Person responsible for monitoring outcome: | Sabrina Smith (sabrina.smith@browardschools.com) |
| Evidence-based Strategy: | Push-Into classrooms and Pull-Outs will be assisting the teachers using explicit, systematic instruction will be used in the classroom. This allows the teacher to offer instruction in a systematic, direct, engaging, and success-oriented manner. |
| Rationale for Evidence-based Strategy: | When teachers use explicit instruction, it allows the lessons to be clear. Students will be shown how to start and succeed on a task. Monitoring the data will also allow the students and teacher to offer feedback and chances to practice to mastery. |

Action Steps to Implement

Specific – Using Data Dive teams, Whiddon-Rogers Education Center will brainstorm and generalize ideas using monitoring tools such as Achieve 3000. Additionally, academic support personnel will offer push-ins and pull-outs for middle school students struggling with Language Arts.

Measurable – For the 2021-2022 school year, the 7th and 8th-grade students' progress monitoring data results will increase by 5%.

Relevant – Assiting the middle school students assist with mastery and promotion to high school.

1. Creation of the Data Dive teams, Whiddon-Rogers Education Center will brainstorm and generalize ideas using monitoring tools such as Achieve 3000. Additionally, academic support personnel will offer push ins and pull outs for struggling readers through English lab.

Person Responsible Sabrina Smith (sabrina.smith@browardschools.com)

#3. Instructional Practice specifically relating to Math

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|---|---|
| Area of Focus | |
| Description and Rationale: | According to data results from Iready Math, 7th and 8th grade students are performing two grades lower than their assigned grade level. This is a critical component as students are required to pass the Algebra 1 EOC for graduation. |
| Measurable Outcome: | For the 2021-2022 school year, the 7th and 8th grade math students will show an increase of 5% from their progress monitoring tools in Iready. |
| Monitoring: | Through intentional data dive teams, assigned personnel will brainstorm ideas and strategies based on data trends found from Iready data. Additionally, academic support personnel will offer push ins and pull outs to Tier 3 students and to students that are uniquely identified by their teachers. |
| Person responsible for monitoring outcome: | [no one identified] |
| Evidence-based Strategy: | Explicit, Systematic Instruction will be used in the classroom allowing the teacher to offer instruction in a systematic, direct, engaging, and success-oriented manner. |
| Rationale for Evidence-based Strategy: | Explicit, Systemic Instruction allows the teachers to model the skill so clearly for students. The cumulative practice is helpful because it keeps old skills fresh in students' minds. Repeated practice of related skills done over time helps the students to quickly retrieve information and keeps up their math fact fluency. |

Action Steps to Implement

For the 2021-2022 school year, the 7th and 8th grade math students will show an increase of 5% from their progress monitoring tools in Iready by June 1, 2022. Students will be pulled out and assistance will be pushed into classes to monitor students success.

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to White**Area of Focus Description and Rationale:**

This critical area of focus was identified due to White students underperforming based on ESSA data.

Measurable Outcome:

For the 2021-2022 school year, White students will show an increase of 2% on ESSA data. This goal stems from White students performing below the Federal Percent of Point Index for two consecutive years.

Monitoring:

Students will be monitored through Target Graduation mentors to assist the students with their behavior, academic and attendance performance. The student's graduation requirements and assessments will be tracked in order to make sure that we have an increase of ESSA Data by 2%.

Person responsible for monitoring outcome:

Sabrina Smith (sabrina.smith@browardschools.com)

Evidence-based Strategy:

Explicit, Systematic Instruction will be used in the classroom allowing the teacher to offer instruction in a systematic, direct, engaging, and success-oriented manner.

Rationale for Evidence-based Strategy:

When teachers use explicit instruction, it allows the lessons to be clear. Students will be shown how to start and succeed on a task. Monitoring the data will also allow the students and teacher to offer feedback and chances to practice to mastery.

Action Steps to Implement

Specific – Using Data Dive teams, Whiddon-Rogers Education Center will brainstorm and generalize ideas using monitoring tools such as Achieve 3000. Additionally, academic support personnel will offer push-ins and pull-outs for middle school students struggling with Language Arts.

Measurable –For the 2021-2022 school year, the 7th and 8th-grade students' progress monitoring data results will increase by 5%.

Relevant – Assisting the middle school students assist with mastery and promotion to high school.

1. Creation of the Data Dive teams, Whiddon-Rogers Education Center will brainstorm and generalize ideas using monitoring tools such as Achieve 3000. Additionally, academic support personnel will offer push ins and pull outs for struggling readers through English lab.

Person Responsible

Sabrina Smith (sabrina.smith@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.

Whiddon-Rogers Education Center is not listed on safeschoolsforalex.org under Combination, High or Middle schools.

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.

Whiddon-Rogers Education Center creates a positive school culture by effectively communicating students' expectations and catering students' social emotional needs. Moreover, the staff at Whiddon-Rogers Education Center encourages students by being a model of the positive behavior we want students to emulate. Additionally, we are implementing our school-wide behavior plan and ensuring that all staff and students understand the goals and intentions of our school-wide positive behavior plan initiative.

To extend this support, the School-Wide Behavior Plan team will set clear expectations and performance information for teachers and students. This will be evidenced by professional development training of the School Wide Positive Behavior Plan to all staff at Whiddon-Rogers Education Center.

Moreover, during the School Advisory Council monthly meetings, the School-Wide Behavior Plan team will present expectations and goals for the plan for the 2021-2022 school year. This will help further support a positive school culture and environment that reflects a learning atmosphere conducive to student learning.

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

Mrs. Mckee-Savage-Assistant Principal--leading the School-Wide Positive Behavior Plan
 Ms. Previl--Point of Contact for School-Wide Positive Behavior Plan-organizes, plans, and facilitates meetings
 Ms. Gil-Albury-BTU representative
 Mr. Fred Battle-Parent Representation
 Ms. Allman-Duval-Teacher
 Ms. Palmer-Teacher
 Ms. Zuwania Smith- Family Counselor
 Mr. Schubert-Support Staff
 Ms. Thompson-Guidance Director

Part V: Budget

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

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|---|--------|---|------------|
| 1 | III.A. | Areas of Focus: ESSA Subgroup: Hispanic | \$4,800.00 |
|---|--------|---|------------|

| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
|---------------|---------------|---|-----------------------------------|--------------------------|-----|--------------------|
| | 6000 | 130-Other Certified Instructional Personnel | 0452 - Whiddon Rodgers Ed. Center | School Improvement Funds | | \$4,800.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$9,915.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 7710 | 519-Technology-Related Supplies | 0452 - Whiddon Rodgers Ed. Center | School Improvement Funds | | \$9,915.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$3,464.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 6500 | 519-Technology-Related Supplies | 0452 - Whiddon Rodgers Ed. Center | School Improvement Funds | | \$3,464.00 |
| 4 | III.A. | Areas of Focus: ESSA Subgroup: White | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 9800 | 239-Other | 0452 - Whiddon Rodgers Ed. Center | School Improvement Funds | | \$1,000.00 |
| Total: | | | | | | \$19,179.00 |