Henry D Perry Education Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The student population at Henry D. Perry Education Center is comprised of students who have low grade point average, in need of credit recovery, overaged students, and teen parents. The students are able to work at their own pace in every course, retake courses while improving their grade point average. Students receive the necessary remediation and standard-based instruction from their teachers and students do not earn a course grade of a D or F. Push-in and Pull-outs are provided by the academic support team to ensure students are successful in their coursework. Students are provided with the college preparatory and career pathways through our innovative CTE course which include Aviation, Culinary Arts, Security Licensing, Teacher Assistant, Music Production and Video Production.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lockhart-Talley, Tracy	Principal	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. ORGANIZATIONAL LEADERSHIP:

Name	Position Title	Job Duties and Responsibilities
		14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 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. 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. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the

Name	Position Title	Job Duties and Responsibilities
		Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal 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
Baltazar, Kristin	Assistant Principal	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
		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.
ORGANIZATIONAL LEADERSHIP:
14. Employ and monitor transparent decision-making processes that are based on a vision,
mission, and improvement priorities using facts and data.
15. Utilize processes to empower others and distribute leadership when appropriate.
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.
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

Name	Position Title	Job Duties and Responsibilities
		reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal

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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date
Wednesday 7/1/2020, Kristin Baltazar

Total number of students enrolled at the school.
884

Total number of teacher positions allocated to the school.
57

Number of teachers with professional teaching certificates?
32

Number of teachers with temporary teaching certificates?
12

Number of teachers with ESE certification?
7

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	38	47	67	222	1055	1437
Attendance below 90 percent	0	0	0	0	0	0	0	6	28	38	54	202	994	1322
One or more suspensions	0	0	0	0	0	0	0	3	20	13	22	57	106	221
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	4	2	6	14
Course failure in Math	0	0	0	0	0	0	0	0	0	1	5	3	2	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	10	9	13	23	124	179
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	4	15	6	4	17	109	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	5	0	1	3	5	16

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	5	29	28	31	74	623	790

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	1	7	0	0	1	329	338
Students retained two or more times	0	0	0	0	0	0	0	2	11	12	5	7	248	285

Date this data was collected or last updated

Tuesday 8/30/2022

2021-22 - 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	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	0	0	3	6	8	17	
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

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	10%	59%	-49%	56%	-46%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	67%	-56%	67%	-56%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	67%	-49%	70%	-52%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	6%	61%	-55%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	2%	56%	-54%	57%	-55%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD										20	16
ELL										32	7
BLK								17		33	6
HSP								45		20	10
MUL										17	
WHT										18	19
FRL										24	10
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
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	97
Total Components for the Federal Index	7
Percent Tested	54%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	17
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	3
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	19
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The progress monitoring for the areas of focus in the previous school was assessments through mastery connect (Mid-Year) and (End of the Year) for ELA and Mathematics. We were able to identify students strengths and weaknesses. We provided remediation through push-in and pull-outs through the ESSER teachers and Instructional Coaches.

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

Comparing 2019 and 2022 because the test were waived in 2020 and 2021. FSA ELA 10th grade assessment score results demonstrated a 10% increase. FSA 8th grade Mathematics score results demonstrated a 9% increase. Algebra I EOC scores demonstrated a 3% increase. Geometry EOC scores results demonstrated a 1% increase.

The actions that were taken that led to a 10% increase in the 10th grade FSA ELA, the ESSER teacher pull-outs and push-ins, one to one pull-outs, looked at the mastery connect data to reteach, remediation with the students in their weakest areas per the mastery connect data. and modeling by the instructional coach.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Algebra I EOC is the area of the greatest need of improvement. The most problematic areas are Algebraic modeling and Functions. The mastery connect data showed the students weakest areas are in Algebraic modeling and Functions.

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

The students who need more supports and interventions in the core content areas are the English Language Learners and Students with Disabilities per the FSA ELA and Algebra I EOC test results. 2022 Algebra I EOC, 0% of the ELLs and SWDs passes the Algebra I EOC.

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

The strategies that will need to be implemented are continuous push-ins, pull-outs in small groups, and pull-outs with one to one. Also, test-taking strategies and test-taking skills will need to be implemented in order to accelerate learning. Additionally, for the students who need intensive reading the immersive reader in Canvas, vocabulary.com, Read 180, Developmental Language Arts (DLA) course for the ELL students, following the individual IEPs, Into Literature Curriculum will needed to be implemented in order to accelerate learning.

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

Professional Study Days and Professional Learning Communities are opportunities for teachers to receive professional developments in which district instructional facilitators, Coaches provide PD and teachers share best practices to increase student achievements and improve the teacher's instructional practice.

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the FSA ELA and Algebra I EOC results this is a critical need. If the students are not engaged, then their student performance on standardized test will be negatively impacted.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student attendance, number of credit slips submitted, standardized test scores, and formative assessments will used to measure student engagement. The academic support team will be an instrumental tool in increasing student engagement with the small group and one to one pull-outs and push-ins. Student data chats are another instrumental component that will be utilized to increase student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance Reports from SEL team, Leadership Meetings discussions centered around attendance and credit submission, and discussion of scores (Mastery Connect, XL formative & summative assessment and standardized tests).
Person responsible for monitoring outcome:	Kristin Baltazar (kristin.baltazar@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ESSER teachers and instructional coaches will provide push-ins, small group Pull-outs, one to one pull-outs. The evidence-based strategies classroom teachers that will be implemented are scaffolding, gradual release, and differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The ESSER teachers were provided to schools because of the learning gaps that was created due to the COVID-19 pandemic. Therefore, the ESSER teachers will be utilized to help close the achievement gaps by providing additional support to teachers and students via pull-ins and pull-outs. The scaffolding, gradual release, and differentiated instruction have proven to increase our students standardized tests scores in the past

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

Action step: Evaluating the formative assessments and standardized test results in the ESSER database by identifying students who are receiving additional academic support from the ESSER team. The database will be monitored and evaluated for continuous improvements by addressing standards students are demonstrating deficiency and providing the necessary remediation.

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

Action step: Remediation and Reassessment to identify if the TIER 2 and 3 students have mastered the standards and are prepared to take the standardized tests. Conducting walkthroughs and monitoring the ESSER database will ensure student achievement.

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

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting	ESOL students are placed in Developmental Language Arts to ensure they receive additional academic support and the ESOL contact & Literacy Coach will provide the necessary push-ins to ensure students have mastered the standards and are prepared to pass the FSA ELA. The ESE students are placed in an intensive Reading Class with the Literacy Coach and intensive Algebra I course with the Mathematics

the 41% threshold according to the Federal Index.	Coach to receive additional supports to master the standards and complete their course.

#2. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The graduation rate for Henry D. Perry Education Center is far below the district average with 64% difference for the 2021 school year. Therefore, it imperative that graduation rate be an area of focus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Henry D. Perry Education Center graduation rate will increase by 2% by August 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The graduation rate is collected and monitored by the graduation coaches who share out the Senior Cohort List. The Senior Cohort List provides the graduation status of all the seniors. This spreadsheet includes the seniors updated GPAs, credits remaining, location, total community service hours, cohort year, whether they have met the reading and math requirement.

The Senior cohort list is shared with all staff at the end of each month. Also, the list is also uploaded to the school's SharePoint each month.

-At the end of each month, the Graduation Coaches prepare and e-mail the Senior cohort list, which highlights all our senior students and their graduation status.

The Senior Cohort List provides staff and opportunity to have data chat with seniors and serve as mentors to discuss their areas of concerns and seek to provide interventions to help the seniors improve their graduation status.

Person responsible for monitoring outcome:

Kristin Baltazar (kristin.baltazar@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data Collection and student data chats are implemented for improvements in the seniors graduation status. Additionally, the graduation coaches and ESSER teachers conduct pull-outs, push-ins and one to ones with seniors who need to meet the reading and mathematics requirement for graduation.

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

Students who participate in the pull-outs, tutoring sessions have increased their scores on the ELA and/or Mathematics assessments required for graduation. Therefore, this method of small groups and one to one academic support is utilized to help students met the Reading & Mathematics requirement. Also, students who are engaged in their data chats are aware of their graduation status and receive the necessary supports to improve their graduation status.

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

Staff conduct data chats with seniors and provide them feedback on what they need to improve to graduate with a standard high school diploma. This conduxted at least on a monthly.

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

Students not meeting Mathematics and/or Reading requirement for gradaution are referred to the ESSER and/or gradaution coaches for remediation.

Students in need of community serivce hours, scholarships or other graduation status pertinent information are referred to the BRACE Advisor.

ESE students in need of waivers are referred to the ESE speccialist and provided with an additonal class with the Literacy and/or Mathematics Coach.

ESOL contact continuously assist the students and ensure they are receiving the appropriate accomodations for the seniors to improve their graduation status.

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

Guidance counselors will have regular data chats with seniors and change their schedules accordingly to ensure that they meet all of their graduation requirements.

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

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Collect student sample work to analyze if the students are understanding the strategy and to determine of the teacher is teaching the strategy with fidelity.

If the student sample work is not satisfactory then remediation needs to occur either with the student or supports for the teacher from their Instructional Coach.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

This target area will be communicated through the department meetings, PDs, and morning mindfulness meetings and student data chats.

Describe how implementation will be progress monitored.

Students will conduct the RACEs writing strategy on a weekly basis. Teachers will monitor is students writing is improving based on the teacher formative assignments and the standardized FSA ELA.

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

Action Step	Person Responsible for Monitoring
Professional Development on what is RACEs strategy that will be facilitated by the Literacy and Mathematics Coach. They will explain how it can be implemented cross-curricular in all classrooms.	Baltazar, Kristin, kristin.baltazar@browardschools.com
Teachers Implement RACEs strategy in the Classroom every Wednesday for the first 15 to 20 minutes of instruction.	Baltazar, Kristin, kristin.baltazar@browardschools.com
Collect and Analyze Student Work. Teachers will submit student sample work to the Literacy and Mathematics Coach and they will provide feedback to the peers in regards to whether the strategy was implemented and executed correctly.	Baltazar, Kristin, kristin.baltazar@browardschools.com
Provide Remediation or Enrichment based on the data collected. Students and teachers that need additional support will be provided the necessary tools feedback and remediation to be successful. Students who are successful will model example for their peers in a group setting. Teachers who students are successful will share best practices.	Baltazar, Kristin, kristin.baltazar@browardschools.com