

Broward County Public Schools

# Whiddon Rodgers Education Center



2022-23 Ungraded 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

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: No Rating 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	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.**

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

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

At Whiddon-Rogers Education Center, we serve students at the middle, high, and adult educational levels. Specifically, our students were not successful in the traditional school setting and are in need of a second opportunity to obtain a high school diploma. We respond to the individual needs of each student by using authentic methods and strategies to assure positive student outcomes. For example, our teachers utilized differentiated instruction, supplemental learning resources, small-group instruction, and research-based interventions to meet individual student needs. In alignment with Whiddon-Rogers Education Center's mission and vision, we strive to meet the needs of our students from both the academic and socio-emotional perspective.

### 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
Howard, Wylie	Principal	The principal primary role is to lead the school community, set purposeful goals for the school, and work to meet the academic needs of all students. Oversee school operations, school budget, discipline, and hiring and ensure that each staff member is efficiently producing positive results.
Merchant, Charisse	Other	2nd in command to Principal, Principal Operational Oversight, Co-High School Programs, ELA, ESE, ESOL, Guidance, Social Studies, ACT/SAT Prep, Attendance, Bell Schedules, Class Size Reports, Employee Evaluations, Free/Reduced Lunch Programs, FTE-MS and HS Programs, Graduation, Grants Liaison
Lovett, Herman	SAC Member	Monitor the State and District School Improvement Plan.
Previl, Dania	SAC Member	Monitor the State and District School Improvement Plan.

**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 2/4/2015, Wylie Howard

**Total number of students enrolled at the school.**

630

**Total number of teacher positions allocated to the school.**

70

**Number of teachers with professional teaching certificates?**

52

**Number of teachers with temporary teaching certificates?**

4

**Number of teachers with ESE certification?**

3

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

1

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

1

**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	19	92	54	97	169	438	869
Attendance below 90 percent	0	0	0	0	0	0	0	14	76	42	89	145	389	755
One or more suspensions	0	0	0	0	0	0	0	5	32	23	25	33	55	173
Course failure in ELA	0	0	0	0	0	0	0	3	7	0	1	3	1	15
Course failure in Math	0	0	0	0	0	0	0	6	0	0	0	3	2	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	6	38	12	30	32	71	189
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	6	36	1	19	20	15	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	22	6	17	33	37	126

**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	73	40	59	79	302	568

**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	12	0	1	3	209	226
Students retained two or more times	0	0	0	0	0	0	0	6	26	23	13	11	121	200

**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	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

**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

**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		52%	51%					57%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								45%	42%
Math Achievement		41%	38%					51%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		35%	40%					66%	68%
Social Studies Achievement		51%	48%					71%	73%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison						
08	2022					
	2019	7%	59%	-52%	56%	-49%
Cohort Comparison						
		0%				



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	2%	45%	-43%	46%	-44%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	1%	43%	-42%	48%	-47%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	1%	67%	-66%	67%	-66%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	0%	71%	-71%	71%	-71%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	5%	67%	-62%	70%	-65%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	1%	61%	-60%	61%	-60%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

**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										35	
ELL										25	
BLK										30	9
HSP										25	
WHT										29	
FRL										27	9

  

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	
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

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CSI
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	27
Total Points Earned for the Federal Index	67
Total Components for the Federal Index	3
Percent Tested	
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	25

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	29
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	20
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?

In 2021-2022, the area of focus was on Hispanic students due to their low performance for two consecutive years based on ESSA data. To maintain effective progress monitoring, Whiddon-Rogers Education Center's ESOL Academy's staff tracked Hispanic students academic performance and provided additional assistance. Furthermore, Hispanic students were offered mentoring from Latinos in Action (LIA) to promote academic and attendance excellence.

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

Hispanic students showed 11% gain from the previous year. Whiddon-Rogers Education Center introduced a new sponsor for the Latinos in Action that offered school field trips, activities, guest

speakers, orientations, and additional academic assistance. Additionally, mentoring was offered during intentional class periods during the previous school year.

**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?**

Our English Language Learners showed a 4% decrease from previous school year. Specifically, the component most problematic is graduation rate for the English Language Learners. In terms of data, there was a 20% decrease from 2021-2022 to current school year. The data will be collected through ESOL Academy program which generates attendance reports, academic progress and monitoring for English Language Learners.

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

The trends emerging across grade levels, subgroups, and core content areas is due to the chronic and severe absences of our student population.

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

The selected strategies will be implemented to accelerate learning:

1. Attendance incentives for improved attendance to accelerate learning
2. HERO point reward system for students showing improvement
3. Differentiated strategies to support accelerated 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.**

The professional development opportunities identified to accelerate learning:

1. HERO Training for Staff to learn about rewarding students
2. Differentiated Instruction Practices for Alternative Learners
3. Strategies and Best Practices for Improving Attendance

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to English Language Learners**

**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 results of last school year's Federal Index data results, English Language Learners(ELLs) showed a 4% decrease from 30% to 26%. Moreover, currently, there is an increase of ELLs in Whiddon-Rogers Education Center's English Language Learner's student population.

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

English Language Learners will show an increase in 5% in ESSA Federal Index.

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

English Language Learners will be monitored by the ESOL Academy at Whiddon-Rogers Education Center. Additionally, through the incorporation of the Response-to-Intervention (RtI) problem-solving team, data will be collected to measure the growth of ELLs.

**Person responsible for monitoring outcome:**

Dania Previl (dania.previl@browardschools.com)

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

Cultivating relationships and being culturally responsive is one evidence-based strategy that will be implemented for English Language Learners.

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

According to Edutopia, when English Language Learners feel welcome and acknowledged, they are more likely to make emotional and intellectual risks. To accomplish this task, teachers have to plan intentionally to ensure students feel like part of the class environment. Additionally, Kaplan from Edutopia shared how having a supportive environment is also about cultivating an appreciation of diversity in the curriculum and the classroom environment. To bring this evidence-based strategy to fruition, staff must be reflective of the diverse needs of their students' backgrounds and identities.

**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.

In collaboration with the ESOL Liaison, present a PowerPoint presentation to staff about strategies and best practices for English Language Learners in classrooms.

**Person Responsible** Dania Previl (dania.previl@browardschools.com)

SAC Co-Chair will present to stakeholders a PowerPoint presentation to stakeholders and school community regarding the Area of Focus-English Language Learners.

**Person Responsible** Dania Previl (dania.previl@browardschools.com)

Through the ESOL Academy, learners will learn about Whiddon-Rogers Education Center's initiatives to build cultural awareness and diversity.

**Person Responsible** Dania Previl (dania.previl@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

Progress monitoring data will be collected through the RtI team and ESOL Academy program which generates attendance reports, academic progress and monitoring for English Language Learners. The teams will meet and collaborate to discuss and analyze the data collected to measure the growth of ELLs.

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.

**#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.

Based on the review of the Federal Index Data, no subgroups met or had the state average of 67% or higher graduation rate. Based on the Florida Department of Education Graduation Percentage results, Whiddon-Rogers Education Center had a 28.2% graduation rate. This percentage was significantly lower than the 67% state average. As a result, the graduation rate for all subgroups at Whiddon-Rogers Education Center was identified as an area of critical need.

**Measurable Outcome:**

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

By June 2023, Whiddon-Rogers Education Center will increase its graduation rate for all subgroups from 28.2% to 30.2%.

**Monitoring:**

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

The progress of students with disabilities will be monitored weekly through collaboration with ESE specialists. The progress of Hispanic Students will be monitored through Latinos in Action and ESOL Academy.

**Person responsible for monitoring outcome:**

Charisse Merchant  
(charisse.merchantjames@browardschools.com)

**Evidence-based Strategy:**

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

Whiddon-Rogers Education Center's Target Graduation Committee Members conduct check-ins with seniors who are identified as being credit deficient for graduation. Additionally, assigned staff for Target Graduation incorporates data chats with students during target graduation class periods. Target Graduation Committee members also serve as mentors to assist seniors with meeting their graduation requirements.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Seniors identified as target graduation students struggle academically and require mentoring to meet their graduation requirements. Target Graduation Committee members are able to specifically provide motivation to seniors during their assigned class periods.

**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.

Target Graduation Committee (TGC) will select seniors to mentor who are identified as being credit deficient for graduation and assist them with meeting their graduation requirements.

**Person Responsible**

Charisse Merchant  
(charisse.merchantjames@browardschools.com)

Target Graduation Committee (TGC) members will schedule and conduct regular check-ins with selected seniors.

**Person Responsible**

Charisse Merchant  
(charisse.merchantjames@browardschools.com)

TGC will schedule data chats with selected seniors during targeted graduation class periods.

**Person Responsible**

Charisse Merchant  
(charisse.merchantjames@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.

### 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.**

Student Attendance

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

The data will be collected through Pinnacle Gradebook, TERMS, and Basis. These different dashboards guide the decision-making in RTI and school-based attendance meetings. The goal is to redirect chronic tardiness and absenteeism.

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

During the School Advisory monthly meetings, the SAC Co-Chair will present to stakeholders a PowerPoint presentation to stakeholders and school community regarding the targeted area (Attendance).

**Describe how implementation will be progress monitored.**

Through the attendance committee and RTI monthly meetings, student attendance will be monitored.

**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
Present Attendance Plan for 2022-2023 SY during one SAC Meeting.	Lovett, Herman, herman.lovett@browardschools.com