

Miami-Dade County Public Schools

Path Academy



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	15
Budget to Support Goals	0

Path Academy

6300 NW 27TH AVE, Miami, FL 33147

[no web address on file]

Demographics

Principal: Alberto Iber

Start Date for this Principal: 8/16/2018

2019-20 Status (per MSID File)	Closed: 2021-08-11
School Type and Grades Served (per MSID File)	Combination School 03-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: I (%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School 03-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

<p>Year</p>	<p>2017-18</p>
<p>Grade</p>	<p> </p>

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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.

At PATH Academy, we provide a positive teaching and learning environment that is fundamental to student achievement. We create a safe orderly school in which teachers can teach and students can learn. Positive student behaviors and school cultures lead to student growth and learning as well as student success by way of high support and expectations. Our positive peer culture celebrates and promotes student empowerment with pro-social behavior, positive peer counseling, and problem solving. Our staff is trained to increase students' overall awareness in each aspect of self-discipline, self-direction, self-respect, and self esteem.

Provide the school's vision statement.

PATH Academy seeks to correct and improve the academic and behavioral performance of ALL of our students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Payne, Sabrena	Principal	Principal - Ensures that all members of the Leadership Team are focused on the school's vision and mission, effectively manages the School Leadership team to promoting collaboration and a positive school climate, ensures implementation of intervention support and documentation, ensures adequate professional development to support the implementation, inform staff and parents of school-based initiatives. Other Team Members - Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Iber, Alberto	Principal	Collaborates regularly, problem solves, and shares effective practices. Also assists in facilitaing the process of building consensus, increasing infrastructure, and making decisions about implementation. Members develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	11	8	14	0	0	0	0	0	0	0	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	8	3	14	0	0	0	0	0	0	0	25

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	7	2	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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

3

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey											
Indicator	Grade Level (prior year reported)										Total
	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11 (0)	8 (0)	14 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	33 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	14%	60%	-46%	58%	-44%
	2018	7%	61%	-54%	57%	-50%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	4%	64%	-60%	58%	-54%
	2018	7%	60%	-53%	56%	-49%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2019	4%	60%	-56%	56%	-52%
	2018	6%	59%	-53%	55%	-49%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
06	2019					
	2018					
Cohort Comparison		-6%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	5%	67%	-62%	62%	-57%
	2018	13%	67%	-54%	62%	-49%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	0%	69%	-69%	64%	-64%
	2018	4%	68%	-64%	62%	-58%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				
05	2019	0%	65%	-65%	60%	-60%
	2018	6%	66%	-60%	61%	-55%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
06	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-6%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	4%	53%	-49%	53%	-49%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		4%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9										
BLK	9	13	27	2	5						
HSP	10										
FRL	9	17		2	5		5				

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

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	70
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	5
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	9
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	5
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	8
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The FSA 2019 Mathematics data for students in grades 4 and 5 showed the lowest performance. The contributing factor(s) to the low performance of these students is attributed to an apathetic disposition towards academic performance as a manifestation of the behaviors of the students that we service. The students simply demonstrated a negative and defiant stance regarding the end of the year assessments. PATH Academy facilitates instruction to students in grades 3 - 5 who have been removed from the traditional school environment due to exhibiting inappropriate and undesirable behaviors.

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

The contributing factor(s) to the low performance of these students is attributed to an apathetic disposition towards academic performance as a manifestation of the behaviors of the students that we service. The students' dynamics greatly affected their attitude and performances. During last year's administration of assessments, we had 78 behaviorally challenged students, some of whom were also academically challenged. Poor attitudes, disruptive behaviors, impoverished home lives, and academic deficiencies were all contributing factors to the decline in academic performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There is no comparative data from the previous year.

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

The component that showed the most improvement was the iReady Diagnostic Assessments among MOST of the students. Teachers conducted Data Chats w/the students regarding their testing scores, areas of strength and areas of deficiency. The teacher then assigned remedial lessons/activities to focus on the areas where the students needed the most help.

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

After reflecting on the EWS data, the area with the largest area of concern were the students achieving Level 1 on the State Assessment.

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

1. Continue to modify/improve students' overall behavior
2. Increase level/learning gains of ALL students in ELA
3. Increase levels/learning gains of ALL students in Mathematics

Part III: Planning for Improvement

Areas of Focus:

#1
<p>Title Learning Gains</p> <p>Rationale Reports from iReady data and detailed agenda reflecting the process utilized to disaggregate data and make instructional decisions will allow the Teachers to develop lesson plans that reflect the students' instructional needs; align resources, and instructional strategies decided upon during lesson planning.</p>

<p>State the measurable outcome the school plans to achieve</p> <p>Through the continuation of data chats and the implementation of differentiated instruction, then our lower performing students will gradually show improvement in their learning and on their assessments.</p>
<p>Person responsible for monitoring outcome</p> <p>Sabrena Payne (sabrenapayne@dadeschools.net)</p>
<p>Evidence-based Strategy</p> <p>Differentiated Instruction</p>
<p>Rationale for Evidence-based Strategy</p> <p>Tomlinson (2015), states that differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. When implemented effectively and consistently differentiated instruction can lead to student learning gains.</p>

<p>Action Step</p>
<p>Description</p> <ol style="list-style-type: none"> 1. Gather/Disaggregate student Data 2. Teacher/student data chats to determine students' instructional needs 3. Make instructional decisions 4. Align lesson plans, resources, and strategies to instructional decisions 5. Deliver Instruction; Assess students (informal/formal)
<p>Person Responsible</p> <p>Sabrena Payne (sabrenapayne@dadeschools.net)</p>

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

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

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

PATH Academy works with the parents of our students to improve the student's overall behavior through consistent communication, (Student Weekly Progress Reports), and the opportunity for parents to have access to the Teachers and Administrative staff.

PFEP Link

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

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

At PATH Academy, each day begins with Guided Group Interaction (GGI), a structured environment, facilitated by students under the supervision of a Professional Staff member trained to implement the Program. Students are encouraged to discuss school issues that might be interfering with their ability to focus on their educational program. GGI's foundation is the "Boys Town Model." This accepted and proven social skills framework gives Staff strategies to redirect and change Student behavior. This model also provides students with the tools necessary to succeed in the PATH Academy Program.

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

Students are eligible for return to their Miami Dade School campus when each of the following three criteria have been met AND sustained for the remainder of that Report Period:

1. The student will be illegally absent less than or equal to 3 days within one Report Period
Please note: Three (3) tardies to school is the equivalent to one (1) absence.
2. The student will receive greater than or equal to a 76% in all classes
3. The student must obtain "Bearcat" or "Executive" status within the PATH Academy program.
4. The student must remain at PATH Academy for a total of (4) four, (9) week grading periods.

The student will be eligible for return to his or her Miami Dade District Schools campus if he or she has met all of the above criteria. Miami Dade Schools will communicate with the student's school to monitor his or her progress prior to the end of each Miami Dade Report Period (each Miami Dade report period is nine (9) weeks long). The goal is to return students to their home Miami Dade campus at the beginning of report periods in order to make sure that they are able to begin each class unit at the beginning of each unit.

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

PATH Academy School Leadership Team meets consistently to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our leaders, teachers and students. This includes sustaining, evaluating and coordinating Best Practices across the curriculum. The team will identify instructional focus, professional development needs, mentoring and supplemental resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Members develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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

N/A