

Escambia County School District

Success Academy



2021-22 Ungraded Schoolwide Improvement Plan

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Success Academy

7045 WYMART RD, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Dawn Gibbs B

Start Date for this Principal: 8/1/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
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	Yes
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* Black/African American Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Escambia 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.

At Success Academy we believe that all students can be successful and that the first step in achieving success is believing that you are capable of success. Our purpose is to create an environment where students can work at their own pace in rigorous and relevant coursework to develop a sense of ownership over their own learning.

Provide the school's vision statement.

Success Academy believes that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe environment with meaningful educational opportunities that motivate students at all levels to achieve at their highest potential. We recognize that adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, perception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Success Academy is to help students to become responsible and empowered citizens.

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

Success Academy is actually two programs housed within one school. Our Second Chance program serves the academic needs of students who have been behaviorally removed from their district high school for a period of time based on the offense. The Excel program is for middle and high school students who are severely behind in their academics and are trying to use a combination of online and face-to-face instruction to catch up with their peers in order to return to their traditional schools.

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
Gibbs, Dawn	Principal	Oversee the preparation and implementation of the plan. To provide access to school resources in order to achieve goals determined by the leadership team. Develop and schedule opportunities for the team to meet and plan for implementation.
Joiner, David	Assistant Principal	Assist in the creation and implementation of the plan. Handle duties that include scheduling of facilities and resources. Leadership development for teachers and students. Maintains data for behavior and discipline incidents.
Roberts, Allison	Teacher, K-12	Plan and implement activities as they relate to the reading or English department and their goals. Determine schedule for ELA goals and responsibilities. Provide training when necessary to any departments.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 8/1/2016, Dawn Gibbs B

Number of teachers with professional teaching certificates?

24

Number of teachers with temporary teaching certificates?

3

Total number of teacher positions allocated to the school.

27

Total number of students enrolled at the school.

220

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

2

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

9

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	11	22	42	36	47	41	21	220
Attendance below 90 percent	0	0	0	0	0	0	6	12	22	20	34	26	9	129
One or more suspensions	0	0	0	0	0	0	3	7	10	16	18	15	4	73
Course failure in ELA	0	0	0	0	0	0	2	8	11	11	22	14	6	74
Course failure in Math	0	0	0	0	0	0	4	5	9	12	25	15	8	78
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	6	15	26	22	24	20	10	123
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	7	11	28	14	6	1	1	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	3	2	8	3	2	18

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	5	8	16	16	27	23	9	104

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	1	11	17	13	13	9	0	64
Students retained two or more times	0	0	0	0	0	0	7	13	19	10	16	9	4	78

Date this data was collected or last updated

Sunday 8/29/2021

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	5	14	15	24	31	23	3	115
Attendance below 90 percent	0	0	0	0	0	0	0	12	10	15	21	7	2	67
One or more suspensions	0	0	0	0	0	0	2	1	4	8	5	6	1	27
Course failure in ELA	0	0	0	0	0	0	0	2	0	3	3	6	1	15
Course failure in Math	0	0	0	0	0	0	0	1	1	1	2	3	1	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	7	8	14	17	19	4	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	9	8	13	7	2	0	39

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	2	4	8	8	12	3	37

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	0	
Students retained two or more times	0	0	0	0	0	0	3	9	6	8	15	20	2	63

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					49%	56%		52%	56%
ELA Learning Gains					47%	51%		51%	53%
ELA Lowest 25th Percentile					33%	42%		40%	44%
Math Achievement					42%	51%		44%	51%
Math Learning Gains					48%	48%		51%	48%
Math Lowest 25th Percentile					41%	45%		40%	45%
Science Achievement					59%	68%		60%	67%
Social Studies Achievement					62%	73%		69%	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	0%	42%	-42%	54%	-54%
Cohort Comparison						
07	2021					
	2019	6%	43%	-37%	52%	-46%
Cohort Comparison		0%				
08	2021					
	2019	12%	50%	-38%	56%	-44%
Cohort Comparison		-6%				
09	2021					
	2019	14%	48%	-34%	55%	-41%
Cohort Comparison		-12%				
10	2021					
	2019	18%	48%	-30%	53%	-35%
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	36%	-36%	55%	-55%
Cohort Comparison						
07	2021					
	2019	6%	50%	-44%	54%	-48%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	11%	21%	-10%	46%	-35%
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	42%	-42%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	58%	-34%	67%	-43%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	54%	-43%	71%	-60%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	62%	-53%	70%	-61%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	52%	-38%	61%	-47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	47%	-26%	57%	-36%

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		35			25						
BLK		31			17					59	12
WHT	19	14		4	8		20			53	
FRL	15	17		4	16		13	7		55	27
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		22			53						
BLK	4	35		10	23					20	
WHT	14	32		15	44					43	
FRL	9	24		11	39		13	8		33	
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	18
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	145
Total Components for the Federal Index	8
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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

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	17
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	19
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.

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

ELE data was only 32% learning gains, which was a 4% increase from 17-18, but still much too low. We used the STAR 360 system to progress monitor our groups of students, but with so many student remote we struggled with getting students to test at all and were concerned about the validity of the test we did receive.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on the ESSA subgroup progress monitoring we did not have a data component that showed improvement. For this school year we have changed the curriculum program that we are using with students from Peak to Edgenuity. We feel this is a much more robust program for our students with a much more rigorous curriculum. We also now have all students back in classes face-to-face so we can better monitor daily progress .

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 greatest area of need for students is with our students with disabilities and math gains. Previously we had a 10% growth from 17-18 to 18-19 but students losing nearly a year and a half of instruction was devastating and caused us to have a 17% fall in math learning gains for these students. To combat this we are now using daily math remediation with all students targeting specific areas of need for students.

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

Unfortunately the most obvious trend was the dramatic decline in student achievement across the board. Every subgroup, grade level and core content area saw declines in student achievement between -2% and -18%.

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

We are getting students back in school and working. Attendance is a huge focus for the new year in order to provide students with the intense interventions they need to recover from the long absences from content and school structure.

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.

We are providing teachers with instruction on Emotional Poverty and it's impact on the brain and it's ability to retain information. We are working to use more Social/Emotional Learning opportunities for students in classrooms and are training in various strategies that are working in different classrooms. Our PLC groups are using book studies as a means to improve our strategies in the classroom to help accelerate learning for all students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

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 data from our STAR 360 in both Math and Reading we must do a better job with our SWD. Of the new teachers we hired 4 of them are dual certified in ESE and a subject area.

Measurable Outcome:

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

We are looking to have 50% of our SWD achieve learning gains of at least 5 points in both reading and math.

Monitoring:

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

We will be using both STAR 360 testing, USA test prep, and FSA/EOC data.

Person responsible for monitoring outcome:

Dawn Gibbs (dgibbs@ecsdfl.us)

Evidence-based Strategy:

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

Provide academic support and enrichment to improve academic performance.

Rationale for Evidence-based Strategy:

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

With the additional ESE teachers as well as our ESE teacher aide we believe that we will be able to implement this strategy with more fidelity during this school year. In conjunction with our other applications we are implementing we will still be allowing students to keep up with their peers while they are being remediated in their greatest areas of need.

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.

No action steps were entered for this area of focus

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.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our data indicated that all students across all ESSA subgroups had dropped significantly in Reading/ ELA.

Measurable Outcome:

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

45% of students will achieve learning gains of at least 1% from 20-21 testing data.

Monitoring:

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

Through the use of Star 360 monitoring of student progress 3 times per year. Beanstack monitoring of reading goals through number of pages read and time spent reading.

Person responsible for monitoring outcome:

Allison Roberts (aroberts@escambia.k12.fl.us)

Evidence-based Strategy:

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

Provide explicit vocabulary instruction in all content areas. This will help strengthen their independent skills of constructing meaning of text.

Rationale for Evidence-based Strategy:

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

Based on our understanding of students from poverty situations the importance of explicit vocabulary instruction grows with the socio-economic need of the student. The What Works clearinghouse indicated that the evidence level is strong between explicit vocabulary instruction and reading gains.

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.

Teachers are receiving training on strategies for using explicit vocabulary instruction across all content areas. Additional resources are available in the school's Google Classroom. Classroom walkthroughs by the principal, assistant principal, and Literacy Leadership team are monitoring for implementation.

Person Responsible

Allison Roberts (aroberts@escambia.k12.fl.us)

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.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

From 18-19 until 20-21 there was a decrease of 23% in learning gains in math. It was relatively consistent across the ESSA subgroups with less than 5% deviation.

Measurable Outcome:

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

50% of all students will experience learning gains of at least 5% in Math from 20-21 to 21-22. For students not involved in both Survey 2 and 3 we will use the information from Star 360 to determine growth.

Monitoring:

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

Performance on the FSA/EOC math tests. For students not involved in both Survey 2 and 3 we will use the information from Star 360 to determine growth.

Performance on the Star 360 diagnostics will help us to monitor student progress.

Person responsible for monitoring outcome:

Dawn Gibbs (dgibbs@ecsdfl.us)

All of these strategies are from the What Works Clearinghouse.

Evidence-based Strategy:

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

1. Explicit vocabulary instruction
2. Provide academic support and enrichment to improve academic performance.
3. Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science.

Rationale for Evidence-based Strategy:

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

We feel that the deficits that students experience in acquisition of language and vocabulary adversely impact their ability to assimilate new math information. Use of vocabulary across the curriculum will help improve student understanding and performance. Daily academic support in math to pinpoint areas of need will help fill in achievement gaps. Providing opportunities for students to make connections between real world experience with math and science will improve student engagement with the curriculum.

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.

STEM activities rotated through all classes on a biweekly basis.

-Vocabulary instruction taking place under ELA.

-Providing academic support and enrichment listed under ESSA

Person Responsible

Dawn Gibbs (dgibbs@ecsdfl.us)

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.

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.

All students who enter our school go through an orientation that includes the parent/guardian, principal or designee, and the student. Expectations are clearly documented, academic history is reviewed for both parent/guardian and student to assure that nothing has been missed and that students have a clear understanding of what they must do to become successful. Teachers and administrators provide parents with clear avenues of communication so that information can be readily passed between home and school. Teachers have been trained in the use of Capturing Kids Hearts, Emotional Poverty, and Response to Trauma in order to be able to properly understand how best to react to students and parents/guardians.

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

Administration- Works to develop opportunities for teachers, students, and parents to play a role in preparing students for present and future success through academic, social, and leadership development.
 Transition Teacher- Meets with potential students and families and staff from other schools to provide information concerning our programs. Also assists students in the transition back to their traditional schools.
 Teachers- Provide families and students with information concerning student progress and work with students to create goals for academic success as well as post-secondary plans.
 Parents- Meet with school staff to provide information about students and use parent portals to monitor student progress.
 Business and community leaders- provides resources and mentorship to students in a way that supports and promotes interest in career education and workplace readiness.