Secondary Student Success Center 801

2021-22 Ungraded Schoolwide Improvement Plan

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2349 NW 175TH ST, Miami, FL 33160

outreach.dadeschools.net

Demographics

Principal: Alberto Iber   Start Date for this Principal: 1/4/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 6-11
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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Dade 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.

Foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of EAOP students.

Provide the school's vision statement.

We strive to foster relationships with community partners through innovation, opportunity and access to assist with eradicating the school to jail house pipeline, which is prevalent in our communities.

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

The Secondary Student Success Center (S3C) at Parkway is located in Miami, Gardens, Florida. S3C is an Alternative School that provides dropout prevention and academic intervention services for over-age middle grades students in grades 6-8. The curriculum is delivered through a technology-based program that provides an individual program of study for each student to complete missing or incomplete middle school courses.

The 2021 - 2022 economically disadvantaged rate is 97%, with a minority rate of 96%. The S3C at Parkway School's student population is representative of 77% Black, 19% Hispanic and 4 % other. More specifically, 8% of the student population is ESE and 15% of the student population being ELL inclusive of levels 2-5. In addition, 97% of the student population qualifies for the free and/or reduced lunch program.

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
Clark, Theron	Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Hope, Tarvaneisha	Assistant Principal	Provides assistance with the coordination and implementation of research-based instructional practices via the coaching model (planning, demonstrating, providing feedback) based on student need as determined by student assessment data.
Baptiste, Belinda	Instructional Coach	Assist with the coordination and implementation of the Comprehensive Mathematics Plan, District Mathematics Curriculum, and Florida's Mathematics Standards.
Campbell-McLemore, Mesha	Instructional Coach	Assist with the coordination and implementation of the K-12 Comprehensive Researched-based Reading Plan.
Cancio, Leonardo	SAC Member	Instructs students, using various teaching methods, including lectures and demonstrations. EESAC Chairperson.
Gonzalez, Alejandro	Instructional Technology	
Lopez-Perez, Vivienne		Serves as the Local Education Agency (LEA) representative for the school.
Perez de Ayllon, Nidia	ELL Compliance Specialist	Serves as the ELL representative for the school.
Posey, Renee	School Counselor	Counsel students to fully develop each student's academic, career, personal, and social abilities; consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian; coordinate people and resources in the school, home, and community; with the assistance of school staff, interpret standardized test results.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 1/4/2016, Alberto Iber

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

4

Total number of students enrolled at the school.

29

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

0

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

0

Demographic Data

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					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

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%	58%	-58%	54%	-54%
Cohort Comparison						
07	2021					
	2019	5%	56%	-51%	52%	-47%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2021					
	2019	7%	60%	-53%	56%	-49%
Cohort Comparison		-5%				
09	2021					
	2019					
Cohort Comparison		-7%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison						
07	2021					
	2019	6%	53%	-47%	54%	-48%
Cohort Comparison		0%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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
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
BLK					10						
FRL					9						
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	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	2

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

The areas of focus from the previous year were Math and ELA learning gains. The i-Ready Diagnostic Program was used to analyze the effectiveness of strategies and to provide progress monitoring. iReady diagnostic test were administered quarterly and students complete daily and weekly lessons that are reviewed by teachers and the Instructional Reading and Math Coach.

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

According to FSA Math Spring 2021 data, Math learning gains were 45%. This is a 27 percentage point increase over a three year period. The FSA ELA Spring 2021 data showed learning gains of 33%. This is a 29 percentage point increase over a three year period. Significant improvements were shown in Math and ELA learning gains because teachers planned standard aligned lessons, differentiated instruction for the needs of all students, Small-group instruction continued to be implemented; individualized instruction with students, and collaborative planning with teachers.

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?

The greatest need for improvement is ELA as indicated by the administration of the FSA ELA Spring 2021 data with 33% of students making learning gains in ELA. Students have shown to have difficulty with reading comprehension, answering problems with multiple parts and synthesizing information. FSA score report, iReady data, progress monitoring, and teacher observation indicate these areas in need of improvment.

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

In math, students are behind their peers academically and historically particularly in solving mathematics questions involving word problems. In reading, trends that emerge indicate that students have difficulty in answering multiple part questions and they struggle with comprehension and the integration of ideas.

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

Small group/individualized instruction; checks for understanding; data-driven instruction (i-Ready); Differenitiated instruction; explicit instruction; ongoing progress monitoring.

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.

EAOP Instructional Support Training
Differentiated Instruction For Mathematics Teachers
Differentiated Instruction for Reading Teachers
Best Practices for Reading and Mathematics Teachers

Part III: Planning for Improvement

Areas of Focus:

#1. 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.	This area is identified as a critical need in order to improve from maintaining to commendable. In order to achieve an overall commendable rating in mathematics, the percentage of students making learning gains need to be increased.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To improve learning gains from 45% percentage points to 50% percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going progress monitoring will occur by school administrators and instructional math coach. Including data disaggregation and data chats with teachers to drive instructional decisions, consistent instructional walkthroughs, teacher feedback, and the implementation of school-wide initiatives and classroom activities that ensure focus on sustainable results.
Person responsible for monitoring outcome:	Theron Clark (tclark@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence based strategies utilized to increase student achievement and support classroom teachers and math interventionist include using the coaching cycle, best practices in mathematics instruction, standards based collaborative planning to develop standards based lessons, data-driven instruction to plan with the end in mind, and effective curriculum an resource utilization.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To provide support to teachers infusing standards-based instruction and resources by mathematics coach. Best practices will be implemented and monitored in order to increase student achievement.

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.

1. Execute small group instruction
2. Model instruction
3. Utilize co-teaching model
4. Conduct data chats with students and teachers
5. Assist teachers in planning and provide feedback

Person Responsible	Belinda Baptiste (baptiste_b@dadeschools.net)

1. Execute small group instruction
2. Model instruction
3. Utilize co-teaching model
4. Conduct data chats with students and teachers
5. Assist teachers in planning and provide feedback

Person Responsible	Belinda Baptiste (baptiste_b@dadeschools.net)
Monitoring ESSA Impact:	1. Execute small group instruction 2. Model instruction

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. Utilize co-teaching model 4. Conduct data chats with students and teachers 5. Assist teachers in planning and provide feedback

#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.	Based on the FSA Spring 2021 data, we will increase the percentage of students making learning gains in ELA. In order to move from maintaining to commendable instructional strategies must be implemented with fidelity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To improve the percentage of students making ELA learning gains from 33% in 2021 to 40% during the FSA ELA 2022 assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going progress monitoring will occur by school administrators and instructional reading coach. Including data disaggregation and data chats with teachers to drive instructional decisions, instructional walkthroughs, teacher feedback, collaborative conversations, data chats, and examining student work folder to ensure sustainable results.
Person responsible for monitoring outcome:	Theron Clark (tclark@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Literacy Coach will share best practice strategies with ELA teachers to implement with students to increase student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Support will be provided to teachers to aid with infusing standards-based instruction.

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.

The following strategies will be implemented with students to increase student achievement:
1. Selective highlighting
2. Questioning Tecnique
3. Summarizing

Person Responsible	Mesha Campbell-McLemore (mecamp2129@yahoo.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.	The following strategies will be implemented with students to increase student achievement: 1. Selective highlighting 2. Questioning Technique 3. Summarizing

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Professional development provides research-based learning experiences, programs, and resources for teachers and support personnel in order to promote the implementation of proven instructional and leadership practices that support student learning gains, empowers teachers to transform classrooms, and create a safe learning environment that permeates learning and impact student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal of Professional Development sessions is to achieve a 95% staff participation and positive feeback.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	On-going monitoring will be conducted by school administrators and professional learning support team (PLST) liaison. Monitoring activities include: Pre and post-assessment Use the IPEGS format for goal setting Ask for feedback on the value of training from employees Measure engagement during the process FSA Assessment Data 2022
Person responsible for monitoring outcome:	Theron Clark (tclark@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies: Promote school culture Promote professional growth Student achievement Develop Leaders
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The PLST supports the school's development and implementation of a high-quality professional development plan that: 1. Promotes a school culture of collaboration and collective responsibility for student learning 2. Enhances educator's professional growth and effectiveness through deliberate practice 3. Positively impacts student achievement 4. Empowers teacher leaders to lead from the classroom and build capacity for other teachers to emerge as teacher leaders.

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 Steps:
Identify School Professional Learning Support Team (PLST)
Develop PD calendar based on the needs assessment FSA results, climate survey, needs assessment
Share calendar with teachers
Submit sessions to district for approval
Conduct PD sessions
Get feedback from PD session
Review FSA data 2022 and school climate data.

Person Responsible	Dan Wynne (dwynne@dadeschools.net)
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.	On-going monitoring is provided throughout the year to ensure the professional development calendar offerings are being taking place. PD opportunities contribute to the entire school-wide program including academic achievement.

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 stakeholders are involved with building a positive school culture during the decision making process. Our stakeholders include Parents, Teachers, Students, Staff, EESAC and Community Partners to help the school maintain a positive school culture and environment. To build a positive school culture, we will implement Restorative Justice Practice (RJP), provide Positive Behavior Support (PBS) opportunities, host a Open House event, and host parent meetings and events through Title I.

We believe students are more likely to think positive about school and succeed academically when they attend school consistently. To improve school attendance we will promote attendance initiatives and incentives that support students that are not meeting attendance expectations and to improve attendance. We will identify students with a reported number of excessive absences/tardies weekly. Students will also be provided a mentor to assist them with minimizing their at-risk behavior and provided social emotional learning (SEL) support by school counselor and social worker.

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

Dr. Theron A. Clark, Principal
Tarvaneisha Hope, Assistant Principal
Maxie Graham, Teacher
Rosemaire Scott-Gibbs, Teacher
Dr. Lynn Atkinson, Teacher

Taylor Strauss, Teacher
Aura Bencosme, School Psychologist
Dr. E. R.Posey
Ben Cabell