

Miami-Dade County Public Schools

# North Park High School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>23</b>

# North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

## Demographics

**Principal: Stacey Ann Frater**

Start Date for this Principal: 8/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	30%
<b>2020-21 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 Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>23</b>

# North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

## School Grades History

<b>Year</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>		

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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.**

The mission of North Park High School is to help at risk students earn a standard high school diploma and prepare for post secondary success.

#### **Provide the school's vision statement.**

The vision of North Park High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Frater, Stacey	Principal	<p>Collect and analyze school data as the basis for monitoring and improving the school’s measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.</p> <ul style="list-style-type: none"> <li>• Recruit, hire, and retain highly qualified school staff.</li> <li>• Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals.</li> <li>• Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures.</li> <li>• Monitor and evaluate staff performance systematically and regularly. Provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.</li> <li>• Foster effective communication and relationships with all internal and external stakeholders which would include the company’s mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups.</li> </ul>
Eason, Ayanna	Assistant Principal	<p>Encourage an environment of student success, including a focus on success after graduation</p> <ul style="list-style-type: none"> <li>o Maintain direct and indirect student contact to monitor progress and academic success</li> <li>o Monitor graduation rates, postsecondary enrollment, post-graduation employment, and additional training or military enlistments</li> <li>o On-going individual student academic advising</li> <li>o Student preparation and staff administration of all standardized assessments</li> <li>o Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements</li> <li>• Assist the Principal in recruiting and hiring highly-qualified instructional staff.</li> </ul>
Santana, Monica	Reading Coach	<p>Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives.</p> <ul style="list-style-type: none"> <li>• Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.</li> <li>• Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.</li> <li>• Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.</li> <li>• Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.</li> <li>• Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.</li> </ul>
stephens, michael	Teacher, K-12	<p>Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives.</p> <ul style="list-style-type: none"> <li>• Provide direction and leadership within the classroom by displaying an effective</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.</p> <ul style="list-style-type: none"> <li>• Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.</li> <li>• Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.</li> <li>• Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.</li> <li>• Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.</li> </ul>

Matherne, Amanda	Teacher, ESE	<p>Observation of ability to effectively assist students in using strategies in their assigned subject area(s)</p> <ul style="list-style-type: none"> <li>o Observation of the use of a variety of instructional techniques and interventions to effectively support the special education students in the advisory classroom at all levels</li> <li>o Documentation indicating the ability to evaluate and assess academic needs of ESE students – IEP Notes and Progress Monitoring Logs</li> <li>o Observation of ability to intervene and conduct data-driven small group intensive interventions for reading, math and/or subject area(s)</li> <li>o Observation and documentation of the ability to provide differentiated instruction and strategies based on student data – IEP Notes and Progress Monitoring Logs</li> <li>o Progress Monitoring Logs and academic planning meeting notes indicate consultation and collaboration with advisory teachers and other staff members on strategies, modifications, and activities that can assist student to increase achievement in assigned subject area(s)</li> <li>o Students can relate ESE Teacher’s high expectations for student improvement and success</li> <li>o Progress Monitoring Log indicates timely reporting of students in need of academic support or intervention in accordance with the RtI model</li> </ul>
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**Demographic Information**

**Principal start date**

Monday 8/23/2021, Stacey Ann Frater

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

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

8

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

432

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

1

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

0

**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	0	0	0	12	52	104	265	433
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	0	2	7	46	164	219

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 9/27/2021

**2020-21 - As Reported**

**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	0	0	0	0	33	69	281	383
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	5	49	233	287
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	4	1	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	15	234	249
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	8	53	231	292

**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	0	0	0	0	1	15	166	182

**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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	33	69	281	383
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	5	49	233	287
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	4	1	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	15	234	249
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	8	53	231	292

**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	0	0	0	1	15	166	182

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	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
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison						
10	2021					
	2019	6%	53%	-47%	53%	-47%
Cohort Comparison						
		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	68%	-65%	67%	-64%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	71%	-66%	70%	-65%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	63%	-58%	61%	-56%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	2%	54%	-52%	57%	-55%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The school uses the GAIN Assessment and Reading Plus data to progress monitor students. Both assessment monitor students growth in reading and math quarterly. Students are also progress monitored using informal teacher observations.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**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										32	
ELL										37	17
BLK										42	16
HSP										31	15
FRL										38	19

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										18	
ELL										14	
BLK		23								30	14
HSP										23	10
FRL										24	10
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	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	86
Total Components for the Federal Index	5
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Native American Students	
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	29
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	20
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	22
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.

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

Students performed significantly below grade level in the area of Reading and Mathematics with less than 5 percent of the students passing each exam.

### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The areas in need of greatest improvement is 10th grade FSA ELA and the passing rate on the Algebra 1 EOC.

### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Students' non traditional mode of instruction coupled with poor attendance contributed to the increase gap in achievement in the areas of Reading and Mathematics. In addition, students lack the foundational skills needed to be successful in Reading and Mathematics.

In order to correct these problems, the school will imbed in school tutoring and provide small group pull outs for all students who are not at mastery and the school will also aggressively target the students with a history of poor attendance and convene regular parent conferences to review students attendance.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

There were no areas of improvement as all areas reported data at or below the previous assessment year.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

N/A

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

Teachers will consistently use differentiated instruction as a daily teaching strategy. Differentiated instruction consists of periodic disaggregation of student data (to include progress monitoring data) and use of the data to drive lesson planning, small groupings, intervention groups, remediation materials and focus calendars etc. Additionally, administration and teachers will consistently progress monitor students and share areas of growth and areas in need of improvement with parents.

### **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.**

Teachers and all instructional staff will engage in ongoing professional development. Professional development opportunities include lesson studies and PLCs. This will allow teachers to work together to develop lessons that imbed research base best practices and are driven and developed using current student data.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

N/A

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** North Park is awarded a school improvement rating yearly from the state. This rating comprises of an average of learning gains earned in Math and ELA . For the 2020-2021 school year, 32 percent of eligible students earned a learning gain in ELA. This year, there needs to be a focus on increasing the learning gains in this area through a focus on teacher development, implementation of research based best practices and the use of targeted student intervention.

**Measurable Outcome:** The school plans to increase learning gains in ELA by 5 percentage points.

**Monitoring:** This area of focus will be monitored by administration formal and informal walkthroughs of the classroom and pullout sessions. Administration will also meet with all instructional staff periodically to review any current data on the group of targeted students. Additional monitoring will also be in the form of review of student binders and notebooks as well as a review of credits completed in this area.

**Person responsible for monitoring outcome:** Stacey Frater (953237@dadeschools.net)

**Evidence-based Strategy:** The strategies that will be used involved:  
 1. The disaggregating of previous year data in order to place students in focus groups  
 2. Reading Interventionist using direct/explicit instruction to re-teach concepts identified in data disaggregating process  
 3. Reading Interventionist and students use of grade level appropriate text to simulate FSA type questions  
 4. Students engaging in bi-weekly mini assessments to assess mastery.  
 5. Instructional staff engaging in weekly planning sessions and professional learning opportunities.  
 6. ELA advisory teachers will engage in small group instruction with targeted students.

**Rationale for Evidence-based Strategy:** Explicit Instruction and Differentiated instruction techniques will allow teachers to use data to determine strategic focus areas that students need remediation. In addition, when teachers use explicit instructional techniques, students are able to fill instructional gaps by following a model (the teacher). Teacher modeling is also key to students learning. As the teacher models and performs think alouds, students are able to clarify and or correct their thinking.

#### Action Steps to Implement

*No action steps were entered for this area of focus*

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** North Park is awarded a school improvement rating yearly from the state. This rating comprises of an average of learning gains earned in Math and ELA . For the 2020 -2021 school year, 92 percent of eligible students earned a learning gain in Math. This year, there needs to be a focus on increasing the learning gains in this area through a focus on teacher development, implementation of research based best practices and the use of targeted student intervention.

**Measurable Outcome:** The school plans to increase learning gains in Math by 5 percentage points.

**Monitoring:** This area of focus will be monitored by administration formal and informal walkthroughs of the classroom and pullout sessions. Administration will also meet with all instructional staff periodically to review any current data on the group of targeted students. Additional monitoring will also be in the form of review of student binders and notebooks as well as a review of credits completed in this area.

**Person responsible for monitoring outcome:** Ayanna Eason (ayanna.eason@als-education.com)

**Evidence-based Strategy:** The strategies that will be used involved:  
 1. The disaggregating of previous year data in order to target deficient areas in Math  
 2. Math Interventionist using direct/explicit instruction to re-teach concepts identified in data disaggregating process  
 3. Math Interventionist and students use of grade level appropriate text to simulate EOC type questions  
 4. Math Interventionist also prepares students for PERT assessment which can be used as a concordant replacement for students in the 17-18 cohort.  
 5. Students engaging in bi-weekly mini assessments to assess mastery

**Rationale for Evidence-based Strategy:** Explicit Instruction and Differentiated instruction techniques will allow teachers to use data to determine strategic focus areas that students need remediation. In addition, when teachers use explicit instructional techniques, students are able to fill instructional gaps by following a model (the teacher).

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**School leadership will also work to address student absenteeism. Average daily student attendance percentage is 73 percent. School leadership will work with teachers and school based Family Support Specialists to identify students with a history of high absenteeism. These students will receive additional support via home visits, one on one meetings with staff members as well as an execution of a weekly student attendance contract.**

### 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.

Parents are invited to attend orientation meetings throughout the year. This past school year, there was a series of parent zoom meeting held so that parents and students could connect virtually with school leaders and teachers. In addition, parents still receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and teachers are available by phone and in person during school hours. We encourage all contact with parents. The administration has an open door policy and all student and parent are encouraged to come in and meet to discuss ideas or concerns.

Student success is recognized and celebrated. Students names are posted in the hallway when they have passed a major exam or have had excellent attendance. In addition, teachers, students and all staff birthdays are recognized.

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

The Governing Board has been instrumental in recognizing staff and showing appreciation for the work that they do daily. In addition, community sponsors play a vital role in supporting students and staff.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00