

Miami-Dade County Public Schools

North Park High School



2022-23 Schoolwide Improvement Plan

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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: 8/17/2022

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 30% |
| 2021-22 ESSA Subgroups Represented (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* |
| School Grades History | 2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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 | CSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

School Demographics

| | | |
|---------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------|
| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 30% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | Yes | 100% |

School Grades History

| | | |
|--------------|----------------|----------------|
| Year | 2012-13 | 2011-12 |
| Grade | | |

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Frater, Stacey | Principal | <ul style="list-style-type: none"> • 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. • Recruit, hire, and retain highly qualified school staff. • Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals. • Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures. • 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. • 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. |
| Eason, Ayanna | Assistant Principal | <ul style="list-style-type: none"> • Encourage an environment of student success, including a focus on success after graduation • Maintain direct and indirect student contact to monitor progress and academic success • Monitor graduation rates, postsecondary enrollment, post-graduation employment, and additional training or military enlistments • On-going individual student academic advising • Student preparation and staff administration of all standardized assessments • Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements • Assist the Principal in recruiting and hiring highly-qualified instructional staff.. |
| Santana, Monica | Reading Coach | <ul style="list-style-type: none"> • Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives • 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. • Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. • Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines Responsibilities company policy and procedures. • 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. • Participate in professional development courses or activities to maintain appropriate certification or credentials based on position. • Provide tutoring and guided instruction to students preparing for SAT, ACT, FSA Reading & FAST Assessments |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Matherne, Amanda | Teacher, ESE | <ul style="list-style-type: none"> • Assist students in using strategies in their assigned subject area(s) in order to make meaning • Use a variety of instructional techniques and interventions to effectively support the special education students in the advisory classroom at all levels • Evaluate and assess academic needs of ESE students – IEP Notes and Progress Monitoring Logs • Conduct data-driven small group intensive interventions for reading, math and/ or subject area(s) • Provide differentiated instruction and strategies based on student data– IEP Notes and Progress Monitoring • Logs 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 • Develop IEPs and convene IEP meetings that satisfy state statute and provide students with the support they need in order to matriculate through high school. |
| stephens, michael | Teacher, K-12 | <ul style="list-style-type: none"> • Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives. • 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. • Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. • 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. • 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. • Participate in professional development courses or activities to maintain appropriate certification or credentials based on position. |
| Hilton, Michele | Teacher, K-12 | <ul style="list-style-type: none"> • Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives. • 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. • Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. • 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. • 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. • Participate in professional development courses or activities to maintain appropriate certification or credentials based on position. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Assist students with college and career research and provides support with college applications, scholarships, CTE course offerings and FAFSA. |

Demographic Information

Principal start date

Wednesday 8/17/2022, Stacey Ann Frater

Number of teachers with a 2022 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 2022 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

11

Total number of students enrolled at the school

462

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

1

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 0 | 10 | 57 | 140 | 254 | 461 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 25 | 80 | 226 | 332 |
| 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 | 3 | 6 | 5 | 14 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 8 | 22 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 88 | 206 | 307 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 88 | 206 | 307 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 4 | 11 | 67 | 154 | 236 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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

Tuesday 8/30/2022

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 | 12 | 52 | 104 | 265 | 433 |
| Attendance below 90 percent | 0 | 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 | 0 |
| Course failure in ELA | 0 | 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 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 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 | 0 |
| Number of students with a substantial reading deficiency | 0 | 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 |

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 | 12 | 52 | 104 | 265 | 433 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 25 | 80 | 226 | 332 | |
| 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 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | 54% | 51% | | | | | 59% | 56% |
| ELA Learning Gains | | | | | | | | 54% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 48% | 42% |
| Math Achievement | | 42% | 38% | | | | | 54% | 51% |
| Math Learning Gains | | | | | | | | 52% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 51% | 45% |
| Science Achievement | | 41% | 40% | | | | | 68% | 68% |
| Social Studies Achievement | | 56% | 48% | | | | | 76% | 73% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | | | | | | |

| 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 |
| 2022 | | | | | |
| 2019 | 3% | 68% | -65% | 67% | -64% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 5% | 71% | -66% | 70% | -65% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 5% | 63% | -58% | 61% | -56% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 2% | 54% | -52% | 57% | -55% |

Subgroup Data Review

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--------------------------------------------------|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD | | | | | | | | | | 26 | |
| ELL | | | | | | | | | | 16 | 9 |
| BLK | | | | | | | | | | 34 | 18 |
| HSP | 10 | 14 | | | | | | | | 20 | 6 |
| FRL | 3 | 20 | | | | | | | | 26 | 14 |
| 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 |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---------------------------------------------------------------------------------|-----|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 18 |
| 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 | 40 |
| Total Points Earned for the Federal Index | 110 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 94% |

Subgroup Data

Students With Disabilities

| | |
|---------------------------------------------------------------------------|-----|
| Federal Index - Students With Disabilities | 13 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |

English Language Learners

| | |
|--------------------------------------------------------------------------|-----|
| Federal Index - English Language Learners | 22 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 3 |

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% | 0 |

| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 27 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 3 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 17 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 3 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 21 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 3 |

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Students performed significantly below grade level in the area of Reading and Mathematics. Proficiency for both areas was at or below 5 percent. Students also struggled to show proficiency in the EOC exams. The tested EOCs also yielded less than 5 percent proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas in need of greatest improvement are 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. The school has also instituted software embedded tutoring through the Entheon Tutor. Through the Entheon Tutoring program, students are given individualized and personalized assistance in any content area.

What data components, based off progress monitoring and 2022 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.

The school has also hired an additional reading interventionist. This will allow for more pull out and push in remediation and enrichment support throughout the school day. Instructional staff will also be encouraged to create an incentive plan to reward students as they make progress towards a goal.

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. 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.

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 2021-2022 school year, 33 percent of eligible students earned a learning gain in ELA. This was a 1 percent increase from the previous school year. This year, there needs to be an even more aggressive 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, data-driven student intervention.

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

The school plans to increase learning gains in ELA by 5 percentage points.

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

This area of focus will be monitored by administration using 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

- The strategies that will be used involved:
1. The disaggregating of previous year data in order to place students in intervention 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/FAST 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:
Explain the rationale for selecting this specific 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.

Describe the resources/ criteria used for selecting this strategy.

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

#2. 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.

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 2021 -2022 school year, 95 percent of eligible students earned a learning gain in Math. This reflects a 3 percent increase from the previous year. This year, there needs to be a continued 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to increase learning gains in Math by 3 percentage points.

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

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

- 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 18-19 cohort and cohorts before that.
 5. Students engaging in bi-weekly mini assessments to assess mastery.

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

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).

used for selecting this strategy.

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

#3. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 in person parent meeting that were held so that parents and students could connect 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 school culture and environment.

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.