

Miami-Dade County Public Schools

North Park High School



2023-24

Schoolwide Improvement Plan (SIP)

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North Park High School

3400 NW 135TH ST, Opa Locka, FL 33054

<http://yourdiplomayourway.com/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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.
Hilton, Michele	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

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"> • 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
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.
greene, vanazza	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is garnered from the Fall and Spring Student and Parent Surveys respectively. Students and parents are asked to provide feedback on topics ranging from school safety, instructional curriculum and overall school culture etc. In addition, feedback is gathered from the members and visitors that attend the school's ESSAC meetings during the open forum. Staff members feedback is also gathered throughout the school year through surveys and informal and formal meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

A midyear SIP reflection will be completed by the school leadership team. During that time, the baseline data and current midyear data will be reviewed to assess whether or intervention strategies outlined in the SIP are being implemented effectively and consistently and if these strategies are yielding positive results. Data gathered from PM1 and PM2 progress monitoring assessments will be reviewed and necessary adjustments will be made if needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	30%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	

School Improvement Rating History	2021-22: COMMENDABLE 2020-21: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	5	55	50	5	54	51	0		
ELA Learning Gains				18			10		
ELA Lowest 25th Percentile									
Math Achievement*	0	43	38	8	42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	6	62	64		41	40			
Social Studies Achievement*	15	69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate	30	89	89	26	56	61	37		
College and Career Acceleration	5	70	65	13	67	67	16		
ELP Progress	30	49	45	40			23		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	91
Total Components for the Federal Index	7
Percent Tested	90
Graduation Rate	30

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	110
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	26

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	11	Yes	4	4
ELL	14	Yes	4	4
AMI				
ASN				
BLK	10	Yes	4	4
HSP	15	Yes	4	4
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	17	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	3	3
ELL	22	Yes	3	3
AMI				
ASN				
BLK	27	Yes	3	3
HSP	17	Yes	3	3
MUL				
PAC				
WHT				
FRL	21	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	5			0			6	15		30	5	30
SWD				0						0	3	
ELL				0						5	4	30
AMI												
ASN												
BLK	0			0				7		6	5	
HSP	13			0				21		2	6	29
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL										6	2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	5	18		8						26	13	40
SWD										26	0	
ELL										16	9	40
AMI												
ASN												
BLK	0									34	18	54
HSP	10	14								20	6	33
MUL												
PAC												
WHT												
FRL	3	20								26	14	41

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	0	10								37	16	23
SWD										32		
ELL										37	17	23
AMI												
ASN												
BLK										42	16	
HSP										31	15	13
MUL												
PAC												
WHT												
FRL										38	19	10

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	10%	54%	-44%	50%	-40%
09	2023 - Spring	0%	51%	-51%	48%	-48%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	56%	-53%	50%	-47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	1%	52%	-51%	48%	-47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	65%	-61%	63%	-59%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	66%	-64%	63%	-61%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA proficiency showed the lowest performance. Students are entering high school reading 2 to 3 levels below their current grade level and require consistent remediation. Gaps in reading comprehension, fluency, vocabulary and for some language acquisition has also resulted in poor performance on grade level assessments.

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

Graduation rate showed the greatest decline from the prior year. This was due to the fact that students in the prior year's graduation cohort received a waiver for the reading and math state assessments. In addition, students in the prior year were afforded the opportunity to work remotely hence student absenteeism was also reduced thus increasing student performance.

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

The data component was proficiency and learning gains in ELA. Students are entering high school reading 2 to 3 levels below their current grade level and require consistent remediation. Gaps in reading comprehension, fluency, vocabulary and for some language acquisition has also resulted in poor performance on grade level assessments.

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

The ELP progress showed the most improvement. This is due largely to the increase focus on small group interventions for this group of students, the improvements made to the APEX Learning platform (translations in more than 26 languages) and the ability for the school to hire certified ESOL teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

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

1. Increasing Learning Gains in Mathematics
2. Increasing Learning Gains in ELA
3. Increasing Student Graduation Rate
4. Improving the overall school culture

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student retention is defined as the school's ability to enroll the student and support the student as he or she matriculates through high school and ultimately earns a high school diploma. Last school year, North Park retained 62 percent of the students that were enrolled for the 2022-2023 school year. Improvements in the area of school culture and overall school environment will directly impact the school's retention rates. The relationship between teacher and student is key to student success.

Measurable Outcome:

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

By the end of the 2023-2024 school year, student retention rate will increase by 3 percent, from 62 percent the previous year to 65 percent.

Monitoring:

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

The school site team will work together to create an action plan that outlines specific action steps that teachers and staff will take to cultivate a positive school culture via strengthening teacher-student relationships. These activities must be executed with a specific time frame, and administration will be responsible for monitoring the implementation via classroom walkthroughs and via teacher artifacts and weekly admin and teacher meetings.

Person responsible for monitoring outcome:

Stacey Frater (953237@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based interventions that will be used include:

Biweekly student progress monitoring

Monthly parent teacher conferences

Biweekly student recognition events (within the classroom)

Daily attendance calls home if a student is absent (home visits if needed)

Quarterly parent nights

Referral to the FSS (Family Support Specialist)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because they help to provide interventions for students who would benefit from the extrinsic motivation to attend school. Progress monitoring meetings, celebrating successes and follow ups to daily absenteeism will strengthen student-teacher relationship. The strategies listed above take on a "whole child" approach. This means that there will be wrap around services provided to address as many barriers to students' retention as possible. Targeted students will be referred to the school's social worker so that she can work to identify and eliminate some or all of the outside barriers that prevent them from attending and engaging in school. Internally, the administration will work with key staff members to ensure that when students are in the building, there are ample opportunities for goal setting and a celebration of their progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly home visits will be conducted at the homes of the students who miss 3 or more consecutive days of school.

Parent conferences will be held with parents and students whose attendance is below 70 percent.

The Family Support Specialist will receive referrals for students who struggle with attendance or who have expressed that they would like to drop out of school.

In school incentives will be provided for students who maintain monthly attendance goals or who improve their attendance from month to month.

Daily personalized phone calls made by teachers to students/parents when students are absent from school

Weekly Progress monitoring meetings with targeted students to keep them motivated and focused on the task of completing high school.

Person Responsible: Stacey Frater (953237@dadeschools.net)

By When: The data associated with these action steps will be reviewed weekly by administration and all staff.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students performed significantly below grade level in the area of Reading. Proficiency for Reading in 2022 was 5 percent.

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 proficiency in ELA by 3 percent, moving proficiency rates from 5 to 8 percent at the end of the 2023-2024 school year.

Monitoring:

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

Weekly curriculum meetings will be held with teachers to discuss the implementation of the instruction framework that includes small group instruction based on data. Admin classroom walkthroughs as well as a review of student work binders and interventions folders/materials will also be conducted. In addition periodic review of student data will also be conducted.

Person responsible for monitoring outcome:

Michele Hilton (michele.hilton@als-educaion.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group intervention using a certified content area teacher (in this case a Reading Teacher) will allow students an opportunity to practice research based best practices while working in a smaller group setting. Interventionists will provide a more organic and laser-like focus to assess and remediating student deficiencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

Person Responsible: Michele Hilton (michele.hilton@als-educaton.com)

By When: This action will be ongoing through out the school year.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students performed significantly below grade level in the area of Mathematics. Proficiency for Mathematics in 2022 was 8 percent.

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 proficiency in Math by 2 percent, moving proficiency rates from 8 to 10 percent at the end of the 2023-2024 school year.

Monitoring:

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

Weekly curriculum meetings will be held with teachers to discuss the implementation of the instruction framework that includes small group instruction based on data. Admin classroom walkthroughs as well as a review of student work binders and interventions folders/materials will also be conducted. In addition periodic review of student data will also be conducted.

Person responsible for monitoring outcome:

Stacey Frater (953237@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group intervention using a certified content area teacher (in this case a Math Teacher) will allow students an opportunity to practice research based best practices while working in a smaller group setting. Interventionists will provide a more organic and laser-like focus to assess and remediating student deficiencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

Person Responsible: Michele Hilton (michele.hilton@als-educaton.com)

By When: This action will be ongoing through out the school year.

#4. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Graduation for North Park High School was 26 percent at the end of the 2022 school year. There is much needed room for improvement in this area.

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 graduation rates by 4 percent by the end of the 2023-2024 school year.

Monitoring:

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

Due to the nature of the program, students have the opportunity to graduate high school on the 15th of each month. The career coach, assistant principal and the principal will work together to monitor the number of students that are being submitted for graduation each month.

Person responsible for monitoring outcome:

Stacey Frater (953237@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will review student assessment data and determine if the students enrolled are graduation ready. Students who are not graduation ready will attend tutoring with either reading or math interventionist. Staff will also conduct meetings with parents and students to review progress and current graduation requirements.

Interventionist will tutor potential graduates as assist them with signing up concordant tests such as the ACT and SAT.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students should own their progress and use the information to set measurable, attainable goals. Students will gain more ownership of their data once they become more knowledgeable of the requirements to graduation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students will work key staff members (Assistant Principal, Career Coach, Advisory Teacher) to complete a constantly update a graduation plan/tracker.

Students who are missing state exams will participate in tutoring sessions with either a reading or math interventionist or both.

Admin and career coach will pull the credits needed to graduate report and progress monitor those

students biweekly.

Teachers and admin will celebrate student success towards graduation.

Person Responsible: Michele Hilton (michele.hilton@als-educaton.com)

By When: This is ongoing until the end of the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Once distributed by the state/district, school site leadership meets with the leadership team to determine the areas of greatest need. School site leadership also surveys teachers and students in order to assess other immediate needs within the building. During the ESSAC open forum, ideas are also solicited. Some decisions are made with board approval and oversight as well.