

Miami-Dade County Public Schools

Miami Macarthur Educational Center



2016-17 Schoolwide Improvement Plan

Miami Macarthur Educational Center

13990 SW 264TH ST, Naranja, FL 33032

<http://macarthursouth.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	98%

School Grades History

Year	2013-14
Grade	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Macarthur Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the mission of Miami MacArthur South to provide all students with a safe and nurturing environment, and with a core curriculum that is rich and rigorous and which respects diversity in students' learning styles. We have one guiding principle: Excellent Instruction in Every Classroom. We strive for our students to be proficient in all curricular areas. We are committed to developing within our students, an enthusiasm for life-long learning and to pursue post secondary education.

b. Provide the school's vision statement.

It is the vision of Miami MacArthur South to maintain a learning environment that is nurturing and have protective factors that assist students in being resilient. These resiliency factors counter situations that put students at risk of school failure.

Therefore, Miami MacArthur South is committed to decreasing student failure by increased positive student outcomes through effective planning, implementation and evaluation of prevention, intervention, and recovery strategies that:

- maintain emotionally and physically safe, orderly, and caring learning environments;
- increase student achievement as measured by state and local accountability requirements;
- increase parental input and involvement;
- reduce dropout, suspension, expulsion, and student retention rates.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Miami MacArthur South has very high expectations of our students, staff and community. We are committed to providing educational excellence for all our students. We believe in providing all of our students the highest quality education; as well as, many opportunities for success. To this end, we provide support for struggling students, explicit instruction for all students, and enrichment programs for students who are performing at higher levels of achievement. Respect for individuality and differences is promoted at Miami MacArthur South. Teachers and students establish a rapport through our Positive Behavior Support System.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Presentations are given on Character education and Value Matters education to promote respect, honesty, trust, citizenship and cooperation by the counselors. The importance of the pursuit of excellence is instilled daily to students through our Positive Behavior Support System, morning announcements, presentations, quarterly student orientations, teacher recognition, and through our "Do the Right Thing" Program.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Positive Behavior Support (PBS) is a research-based school-wide method of improving students' ability to behave appropriately in a wide variety of situations. It utilizes high levels of consistency and teamwork, strategic rewards and consequences, and a strong emphasis on data-driven decision-making. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus.

In addition, the following school-wide plans ensures that the social-emotional needs of our students are met:

School-wide Discipline Plan
Classroom Discipline Plan
Code of Student Conduct
Parent Communication Logs
Guidance Counselor conferences
Response to Intervention (RtI-B)
Student Service Meetings
Positive Behavior Support System
Parent/Teacher conferences
Parent/Teacher/Administrator conferences
Incentives (Field Trips, Student of the Week, Honor Roll, "Do the Right Thing")

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Through implementing our Positive Behavior Support (PBS) systems we conduct data analysis meetings to identify problem areas, brainstorm interventions, address where and what to teach, reward students exhibiting expected behavior, and communicate findings to staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

Additionally, Miami MacArthur South works closely with students to ensure a safe and risk-free learning environment. The guidance counselor provides classroom presentations on character building and promote positive self-esteem.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Miami MacArthur early warning system indicators are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The school has implemented the Early Start Up to address absenteeism. An absentee list is

generated and divided among the counselors, each student is then contacted to determine the reason for the absence. Also, weekly Student Service Department meetings are held to discuss the attendance concerns derived from the Early Start Up, intervention strategy are implemented to address the students' absenteeism. In addition, the school uses Positive Behavior Support System as intervention strategy to increase student attendance. Students are awarded points weekly as a part of the PBS to address the school-wide attendance concerns.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	2	17	8	5	4	7	2	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	3	12	6	3	7	6	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	1	19	19	21	1	16	4	81

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	18	15	17	5	13	0	70

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Miami MacArthur South employs the following interventions and strategies to improve the academic performance of all students identified by the early warning system:

- Identify learning styles and differentiate instruction according to the needs of students
- Counselors provide weekly one-to-one interaction counseling with students
- Utilize Personal Education Plans (PEPs)
- Use technology to enhance instruction
- Provide flexible scheduling
- Offer Recovery Classes to recapture loss credits
- Conduct weekly classroom visitation and support the classroom instructor.
- Response to Intervention is implemented with fidelity.
- The RtI (A/B) bi-weekly team meetings.
- Every student has a Behavior Intervention Plan which is reviewed during the Student- Intake Process with parents.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school schedules EESAC meetings, parent workshops, student activities, Open House, Title 1 Meetings, Individual Counseling Meetings, and PTA general meetings to create a home to school connection.

In addition, parents are encouraged to attend Town Hall Meetings, Exit Meetings, IEP Meetings and other district-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them to assist their child(ren) with their academic progress.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Moore, Derrick	Principal
Iglesias-Cruz, Ely	Teacher, K-12
Hoo-Carroll, Tina	Teacher, ESE
Terrano, Joseph	Teacher, K-12
Jones , Lisa	Attendance/Social Work
Gold, Marlene	Teacher, K-12
Gutierrez, Armando	Assistant Principal
Taylor, Millicent	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Our MTSS Leadership Team consists of the following:

Administrators: Marcus Miller, Principal & Steven Payne, Assistant Principal

- Ely Iglesias- Cruz – Mathematics Department Chair
- Lorna Hawkins- Language Arts Department Chair
- Joseph Terrano- Science Department Chair
- Marlene Gold- Social Science Department Chair
- Tina Hoo -Carroll - Special Education Department Chair
- Lisa Jones- School Student Service Department Chair

The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, ESSAC, etc.)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Tier1

MTSS/Rtl Leadership Team will monitor the schools' academic and behavioral data, gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. (MTSS/Rtl SIP)

Tier 2

The school psychologist solicits teachers concerns on specific students' academic deficiencies, attendance and behavioral issues. Weekly team meetings on Wednesdays are held to maintain communication with staff and to provide support for any academic or behavioral goals listed on the SIP plan and to document the specific plan to monitor fidelity of MTSS/Rtl implementation.

Tier 3

The Leadership Team, Selected MTSS/Rtl Team members and the parents meet to discuss intensive problem solving for a few students to receive additional support and to align with the core academic and behavior curriculum and instruction for the school.

School's psychologist: Facilitates the MTSS/ Rtl meetings, participates in the data collection, identifies systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;"

Reading / Language Arts Department Chair: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Mathematics department chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Science department chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Placement Specialist: Works with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", and facilitates students placement from the district and the school level.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marcus Miller	Principal
Joseph Terrano	Teacher
Ely Iglesias-Cruz	Teacher
Lisa Jones	Teacher
Leslie Lamkin	Teacher
Lisa Morrison-Milton	Teacher
Eureka Burgess	Business/Community
Donna Moss	Business/Community
Rhonda Moses	Business/Community
Ahmad Burns	Student
Jeweliannaa Ramos	Student
Carol Bellent	Parent
Lorna Hawkins	Teacher
Luis Llorens	Teacher
Stephan Johnson	Business/Community
D. Greer-Wallace	Business/Community
Shakita Wilcox	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The EESAC Members met to review issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, along with budget, professional development training opportunities along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

c. Preparation of the school's annual budget and plan

The administrative team presented the budget during the fall EESAC meeting. Recommendations and suggestions were made by EESAC members which included the allocating funds toward sports equipment, headphones, and EWS incentives.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

1. Positive Behavior Support (PBS) - \$250.00
2. Student incentives for Early Warning Signs- \$250.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Moore, Derrick	Principal
Iglesias-Cruz, Ely	Teacher, K-12
Hoo-Carroll, Tina	Teacher, ESE
Terrano, Joseph	SAC Member
Jones , Lisa	Attendance/Social Work
Gold, Marlene	Teacher, ESE
Gutierrez, Armando	Assistant Principal
Taylor, Millicent	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT this year will be to ensure fidelity in the implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including classroom reading materials and accelerated programs. Immediate intensive intervention through MTSS/ RtI will be addressed at the LLT meetings. Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties will be addressed. Dependent upon the degree of need, intervention will be provided through Professional Development, both from the school site reading department chair and district curriculum support specialists. Language Arts and Reading teachers will plan collaboratively with the media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, Parent Support Network meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

In addition, The Literacy Leadership Team will participate in several initiatives. They are as follows:

- Understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community)
- Model and demonstrate literacy strategies to support and encourage developing readers
- Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement.

- Develop a Professional Learning Community (PLC) for the entire school that would infuse literacy through the participation of a book club.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities have been scheduled for the 2016-2017 school year. Best practices and effective strategies will be presented and shared among staff members in the area of English language arts, mathematics, social science, science and technology. There will be a primary focus on increasing rigor in the classroom and moving students to the high complexity level of the standards.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In an effort to recruit and retain highly qualified teachers, professional development will be offered in the areas of effectively implementing the Florida Standards, differentiated instruction, rigor, technology, and Response to Intervention. Teachers will be mentored with a department chairperson and/or teacher buddy (MINT).

New teachers will have on-going training with the department chair and Alternative Education, support staff in order to effectively implement the McGraw Hill Reading Series and District-wide Pacing Guides.

In addition, continue to train and update Professional Development on the IPEGS Standards to ensure faculty and staff can identify what effective instruction should look like as it pertains to the IPEGS Rating.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Miami MacArthur South will pair new teachers with veteran teachers from their grade level and/or subject area. Teachers will meet once a week during common planning to go over planning and implementing effective lesson plans. Teachers will be given the opportunity to participate in professional development offered by the region and district. New teachers will be offered PLC's in the area of Florida Standards as well as rigor, relevance and relationship.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers use the District-mandated programs and curriculum. Grade level expectations, Florida Standards and District Pacing Guides are used to plan effectively. Additional resources in CPALMS are used to reinforce the instructional lessons.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through the use of I-Ready as well as the Promethean Board with National Geographic for our reading students, we are able to provide differentiated instruction (visual, auditory and tactile) for our reading students. The instruction can be modified based on their test performances within the program.

The Inside and Edge reading intervention programs can also be modified based on the varying needs of the students. The “pull out” intervention program utilizes several resources in which strategic benchmark assessments are administered.

The Read 180 program targets the lowest 35% of the ESE students.

For our Mathematics students the Edgenuity Program is implemented for both recovery and intervention.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,800

Summer school enrichment program are implemented to focus on core academic subjects in the areas of mathematics and reading.

Strategy Rationale

Students not meeting proficiency need additional instructional time and assistance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moore, Derrick, pr6031@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Progress Monitoring is used to determine the percentage of course completion. Students mastering 80% completion per course are awarded course credits.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

During the registration process students and parents are interviewed by student services personnel and administration. Counselors assign classes based on student area(s) of interest. Student services personnel will work with students to complete the electronic Portfolio Educational Plan (ePEP) for middle school and CHOICES for high school to review students' areas of interest. We will explore virtual school courses to supplement the school's course offerings.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Students at Miami MacArthur South have the opportunity to participate in applied and integrated courses such as: Family Consumer Science, Auto Mechanics, and Culinary Arts to help them see the relationship between course subjects and the relevance to their futures. Students are exposed to curriculum framework in fully equipped labs. Students are presented the opportunity to make the connection between content and technical applications in real life situations preparing meals and servicing automobiles. The vocational department meets monthly to discuss the infusion of reading into the classes and explore career opportunities for students. In addition to the vocational programs, Miami MacArthur South has an established curriculum offering academic core courses and electives to fulfill certification and basic graduation requirements. Beginning in January 2017, Miami MacArthur South will partner with South Dade Technical College to offer students in 12th grade the opportunity to dual enroll in vocational courses for certification.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Articulation, Transition, and Orientation board policy is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school, and succeeding in post-secondary academic institutions. Miami MacArthur South 11th and 12th grade students will attend Orientation field trips and take the Post Educational Placement Test as part of collaborations with Miami Dade College. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. Additionally, students are exposed to guest speakers and college tours that advise them of college entrance requirements and financial aid. Secondary goals are addressed through the administration of the ASVAB and needs assessment surveys that identify student strengths and weaknesses.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G087600

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	5.0
AMO Reading - All Students	
AMO Math - All Students	
Bio I EOC Pass	6.0

Targeted Barriers to Achieving the Goal 3

- Limited exposure to activities that require students to utilize higher order thinking skills and demonstrate their comprehension.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FAIR, i-Ready, District and Teacher-created mini assessments using G2D.
- i-Ready, Algebra Nation, Khan Academy, Unwrapping the Standards worksheet, McGraw Hill Textbook & Resources Teacher Walkaround Edition Course1/2, Edgenuity, and Qualitative / Quantitative Data.
- Science Core-1. Infuse LAFS standards into the science lessons, Ted. Talk.Ed., Gizmos, Interactive Boards, Pacing Guides (Used to target questions to focus the lesson plans).
- Social Science Core- Reading Coach, Tablets, Wi-Fi, Promethean Boards, Pacing Guides and Resources, text, G2D and Built-in common planning.

Plan to Monitor Progress Toward G1. 8

Classroom based assessments and utilization data from all core content areas and other technological tools will be reviewed to asses consistent progress towards goal.

Person Responsible

Derrick Moore

Schedule

Weekly, from 9/16/2015 to 1/21/2016

Evidence of Completion

Data disaggregation from student performance reports, Mid-Year and other assessment data, Florida Standards Assessment, EOC's and FCAT Science 2.0

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G087600

G1.B1 Limited exposure to activities that require students to utilize higher order thinking skills and demonstrate their comprehension. **2**

 B232851

G1.B1.S1 Increase Rigor and Higher Order Thinking skills by implementing questioning strategies and activities across the curriculum to encourage rigorous interactions with content to deepen understanding.

4

 S245817

Strategy Rationale

Teacher support on student engagement strategies that allow students to demonstrate their understanding of the lessons.

Action Step 1 **5**

Professional Development and PLC meetings will be scheduled to include all content and elective area teachers that will focus on student engagement and questioning strategies.

Person Responsible

Daryl Branton

Schedule

Monthly, from 9/29/2016 to 5/18/2017

Evidence of Completion

Lesson Plans delineating student end products, student work folders, classroom walk-through, agendas, meeting sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Collect data during administrative walk-through/observations, review student work products with HOT embedded questions into the finish product, lesson study documentations and sign in sheets.

Person Responsible

Daryl Branton

Schedule

Every 3 Weeks, from 9/29/2016 to 5/18/2017

Evidence of Completion

Administrative feedback logs, student work folders, and agenda of meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk-through and monitoring student data for the complexity of items assessed in students work products.

Person Responsible

Daryl Branton





Schedule

Weekly, from 9/29/2016 to 1/20/2017

Evidence of Completion

Administrative walk-through logs, lesson plans indicating the level 3 and 4 Depth of Knowledge questioning.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M331609	Classroom based assessments and utilization data from all core content areas and other...	Moore, Derrick	9/16/2015	Data disaggregation from student performance reports, Mid-Year and other assessment data, Florida Standards Assessment, EOC's and FCAT Science 2.0	1/21/2016 weekly
G1.B1.S1.MA1  M331607	Classroom walk-through and monitoring student data for the complexity of items assessed in students...	Branton, Daryl	9/29/2016	Administrative walk-through logs, lesson plans indicating the level 3 and 4 Depth of Knowledge questioning.	1/20/2017 weekly
G1.B1.S1.MA1  M331608	Collect data during administrative walk-through/observations, review student work products with HOT...	Branton, Daryl	9/29/2016	Administrative feedback logs, student work folders, and agenda of meetings.	5/18/2017 every-3-weeks
G1.B1.S1.A1  A318325	Professional Development and PLC meetings will be scheduled to include all content and elective...	Branton, Daryl	9/29/2016	Lesson Plans delineating student end products, student work folders, classroom walk-through, agendas, meeting sign in sheets.	5/18/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited exposure to activities that require students to utilize higher order thinking skills and demonstrate their comprehension.

G1.B1.S1 Increase Rigor and Higher Order Thinking skills by implementing questioning strategies and activities across the curriculum to encourage rigorous interactions with content to deepen understanding.

PD Opportunity 1

Professional Development and PLC meetings will be scheduled to include all content and elective area teachers that will focus on student engagement and questioning strategies.

Facilitator

District and school-based professional development / PD Liason

Participants

All content area and elective teachers at Miami MacArthur South

Schedule

Monthly, from 9/29/2016 to 5/18/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional Development and PLC meetings will be scheduled to include all content and elective area teachers that will focus on student engagement and questioning strategies.	\$0.00
Total:			\$0.00