Miami Macarthur Educational Center

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

Miami Macarthur Educational Center

13990 SW 264TH ST, Naranja, FL 33032

http://macarthursouth.dadeschools.net/

Demographics

Principal: Earl Burth

Start Date for this Principal: 6/26/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami MacArthur Educational Center is to provide all students with a safe and nurturing environment, and a core curriculum that is rich and rigorous and 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, enthusiasm for life-long learning, and pursuing post-secondary education.

Provide the school's vision statement.

It is the vision of Miami MacArthur Educational Center to maintain a learning environment that is nurturing and has protective factors that assist students in being resilient. These resiliency factors counter situations that put students at risk of school failure.
Therefore, Miami Macarthur Educational Center is committed to decreasing student failure by increased positive student outcomes through effective planning, implementation and evaluation prevention, interventions, 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, and reduce dropout, suspension, expulsion, and student retention rates.

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

Miami MacArthur Educational Center has high expectations of our students, staff, and community. We are committed to providing educational excellence for our students. We believe in providing 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 Educational Center. Teachers and students establish a rapport through our Positive Behavior Intervention Support System.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Branton, Daryl	Principal	Duties include but are not limited to: developing standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Gutierrez, Armando	Assistant Principal	Along with tackling challenges and working to build a positive school culture, the AP also plays the role of teaching coach via their responsibilities as instructional leaders. In this capacity, APs may observe and evaluate teachers and provide them with feedback to help improve their classroom instruction. Additionally, the AP may also address disciplinary concerns, communicate with parents , when necessary, meet with parents and teachers to discuss ongoing issues as well as helping schedule classes and activities. Part of their job also involves assessing the performance of the school's teachers.
Bouie, Trenecia	Teacher, K-12	Language Arts Department Chairperson
Hoo-Carroll, Tina	Teacher, ESE	Exceptional Student Education (ESE) Department Chairperson
Gil, Lissette	Psychologist	Student Service Department Chair
Gold, Marlene	Teacher, K-12	Social Science Department Chair and United Teacher of Dade (UTD) Representative
Iglesias-Cruz, Ely	Teacher, K-12	Mathematics and Science Department Chair and School Assessment Coordinator
Terrano, Joseph	SAC Member	Educational Excellence School Advisory Council (EESAC) Chair
Gonzalez, Ergidio	Teacher, Career/ Technical	Career Technical Education (CTE) Department Chair

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date
Monday 6/26/2017, Earl Burth

Number of teachers with professional teaching certificates?
16

Number of teachers with temporary teaching certificates?
3

Total number of teacher positions allocated to the school.
19

Total number of students enrolled at the school.
45

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	4	7	7	16	5	2	42
Attendance below 90 percent	0	0	0	0	0	0	0	1	3	5	11	4	0	24
One or more suspensions	0	0	0	0	0	0	0	0	1	0	2	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	3	4	6	1	0	14
Course failure in Math	0	0	0	0	0	0	0	2	3	4	8	2	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	3	3	10	2	1	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	2	4	7	4	1	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	3	5	0	0	0	10

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	3	6	5	12	4	1	31

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	
Students retained two or more times	0	0	0	0	0	0	0	1	1	1	3	2	0	8

Date this data was collected or last updated

Friday 7/9/2021

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	5	20	16	11	9	3	65
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	0	3	0	0	6
One or more suspensions	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	7	6	3	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	6	3	2	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	14	12	9	8	2	50
Level 1 on 2019 statewide FSA Math assessment	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	6	15	8	7	1	37

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	11%	56%	-45%	52%	-41%
Cohort Comparison		0%				
08	2021					
	2019	9%	60%	-51%	56%	-47%
Cohort Comparison		-11%				
09	2021					
	2019	8%	55%	-47%	55%	-47%
Cohort Comparison		-9%				
10	2021					
	2019	16%	53%	-37%	53%	-37%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
07	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	10%	53%	-43%	54%	-44%
Cohort Comparison		0%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	18%	68%	-50%	67%	-49%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	11%	73%	-62%	71%	-60%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	33%	71%	-38%	70%	-37%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	8%	63%	-55%	61%	-53%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK										58	
HSP										27	
FRL										32	

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					20					36	
BLK										40	
HSP										29	
FRL		17			18					36	

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Before-School tutoring and during the school day strategic interventions will be provided for Extended Learning opportunities. Saturday Academies and educationally rich extracurricular activities will also be offered during critical crunch times throughout the school year.

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

The Mid-Year Assessment (MYA) 9th grade Algebra 1 data indicates 22% proficiency. The 3 year proficiency level trend data indicated an 8 percentage point increase. All 9th grade Algebra 1 students received push in/ pull out tutoring during the school year. Student data was used to identify students areas in need for improvement.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The 2019 state assessment demonstrates a 1% increase on the English Language Arts Learning Gains and a 20% increase in Mathematics Learning Gains. The concern continues to be in the English Language Arts with student I-Ready data indicating that 100% of the students are Tier 3. The Mid-Year Assessment indicates that 0% proficiency on the English Language Arts 9th grade.

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

According to the 2019 Florida Standard Assessments (FSA) English Language Arts (ELA) assessment the school-wide proficiency percent was 10%. Grade 10 students scored at 16% proficiency. Only 35% of Grade 10 students made learning gains. The 3 year trend for FSA ELA proficiency school-wide data indicated a 4 percentage point increase.

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

Checks for Understanding
Collaborative Data Chats
Data-Driven Instruction

Differentiated Instruction
English Language Learner (ELL) Strategies
Instructional Support/Coaching
Interventions/Response to Intervention (RTI)
Ongoing Progress Monitoring
Standards-Aligned Instruction
Student Engagement
Multi Tier System of Support (MTSS)

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.

The Professional Learning Support Team (PLST) will develop a calendar that will support the professional development needed based on the needs assessment survey. The faculty and staff will participate in a Social and Emotional Learning school-wide Professional Development (August 19). Professional Development on Differentiated Instruction and Interventions/RTI will follow on multiple school-wide professional development days in addition to individual sessions by curriculum support and instructional coaches.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2019 ELA Assessment only 15% learning gains was achieved and 39% learning gains in Mathematics. Based on the data, the need for Differentiated Instruction to engage students on the their level of performance is necessary to attain achievable learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to move our school to a commendable rating by increasing 22 percentage points. Student data only show a 1% increase in ELA LG and a 20% increase in Mathematics LG.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.
Person responsible for monitoring outcome:	Daryl Branton (pr7631@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative planning will be scheduled weekly. Administrators and members of the leadership team will attend to ensure fidelity to the strategies being implemented that are aligned to the goals. Data chats will be utilized to plan and modify the strategies to ensure that students are making learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. Miami MacArthur Educational Center has a transient population that includes multi-achievement levels in the same class and teachers must differentiate instruction.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of effective planning and instructional delivery through the coaching cycle and common planning will be utilized to assist teachers with the implementation of differentiated instruction. Monthly department meetings will conduct follow-ups on the implementation of the collaborative structure.

Person Responsible	Daryl Branton (pr7631@dadeschools.net)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Professional Development will be offered in the areas of utilizing collaborative structures and effective planning for the implementation of differentiated learning. Adminstrators and peer teachers will conduct classroom visits and share reflections and provide feedback to teachers.

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Spring 2021 FSA ELA Data indicates that 70% of the students scored achievement level 1 and 30% of the students scored achievement level 2. Data-Driven instruction will be utilized to ensure that all students receive standards-aligned reading instruction across the curriculum.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to reduce the number of students scoring at or below achievement level 2 by 20% and achieve a school rating of commendable with the School-wide implementation of data-driven instruction and reading instruction across the curriculum.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly Leadership team, faculty, and department meetings will focus on the sharing of best practices and Data reviews using a school-wide form that teachers will use with students and administration will use with teachers to monitor ongoing progress.
Person responsible for monitoring outcome:	Daryl Branton (pr7631@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Data-Driven instruction in all tested content areas will be used in addition to ELA data being utilized in the non-tested subjects to infuse literacy and ensure that students receive reading intervention skills that will improve achievement levels.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The teacher's needs assessment surveys indicate a need for professional development in the areas of utilizing data to drive instruction and lesson planning.

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.

Professional Development will be offered in the areas of effectively implementing the Florida-Standards, Data-driven instructions, differentiated instruction, and rigor and response intervention.
Data Chats will be conducted monthly with students by the teachers to monitor student progress.
Data will also be discussed in the monthly department meetings with teachers, the school assessment coordinator, and administration.

Person Responsible	Daryl Branton (pr7631@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Support from the Exceptional Student Education (ESE) chairperson will be provided to ensure that teachers receive copies of student's Individualized Educational Plan (IEPs) and that accommodations are being implemented.

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students are assigned to Miami MacArthur Educational Center based upon a level 4-5 violation of the student code of conduct. 95% of the students exhibit poor decision making skills and are in need of the process through which they acquire the knowledge, attitude and skills necessary to make responsible decision.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is to ensure that 80% of the students assigned to Miami MacArthur Educational Center meet the criteria to return to the traditional school setting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assigned to a member of the student service department who will monitor their academic, conduct, and attendance.
Person responsible for monitoring outcome:	Lissette Gil (lissgil@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The school-wide implementation of the social and emotional learning strategy will contribute to the overall student success by providing them with the tools and resources they need to better manage their actions and emotions.

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.

Professional Development will be provided in the area of social and emotional learning strategies to ensure that teachers use these strategies to build on the need to establish and maintain positive relationships with the students and help them make responsible decisions.

Person Responsible	Lissette Gil (lissgil@dadeschools.net)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The school-wide Positive Behavior Intervention Support System (PBIS) will be implemented to continue to award students on a weekly basis for positive behaviors displayed both in the classroom and around the school.

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on an internal school interest survey 75% of the faculty expressed a need for sharing best practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2021-2022 school year 100% of the faculty and staff monthly meetings and the monthly department meetings will include Making Meetings Matter strategies that will involve ensuring time is managed properly and used effectively.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly meetings will include agendas that incorporate sharing of best practices. Teachers will be notified prior to the meetings with dates they will share. Department heads will also include agendas and member attendance.
Person responsible for monitoring outcome:	Daryl Branton (pr7631@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Make Meetings Matter strategies will be the area of focus. The purpose is to guarantee that all teachers have the opportunity to showcase and highlight their best practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The teachers at MacArthur have varying levels of expertise. They will be afforded the opportunity to share topics of their choice during monthly meetings and department meetings.

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.	
Implement opportunities in the monthly faculty meetings and department meetings for teachers to showcase and highlight best practices. Agendas will be used to monitor the rotation to ensure that all teachers are given an opportunity.	
Person Responsible	Daryl Branton (pr7631@dadeschools.net)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The ESE department will address the strategies utilized with the students that have accommodation and IEP goals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Miami MacArthur Educational Center creates a positive school culture by implementing the Positive Behavior Intervention Support (PBIS). Through this children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, fill and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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

The PBIS coordinator ensures that all stakeholders actively participate with the expectations that are set forth. All staff members are eligible to nominate students that exhibit positive behaviors throughout the school year. Students are given an opportunity to earn points weekly to gain rewards and incentives. Community members and local stores contribute items to the school to enhance the school's store and PBIS game room.