Mcarthur High School

2021-22 Schoolwide Improvement Plan

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Mcarthur High School

6501 HOLLYWOOD BLVD, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Alfred Broomfield

Start Date for this Principal: 9/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (52%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Mcarthur High School

6501 HOLLYWOOD BLVD, Hollywood, FL 33024

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of McArthur High School is to ensure an optimum teaching and learning environment which enables students to become physically, intellectually, socially, and emotionally strong. The curriculum provides experiences that allow students to develop competencies in preparation for accepting the responsibilities and challenges of adults in a changing society.

Provide the school's vision statement.

McArthur High School is dedicated to striving for excellence in an ever-changing world. Providing students real-world 21st-century learning experiences, rigorous college preparatory, and interdisciplinary strategies that prepare our students to be college and career ready. Creating a safe learning environment while maximizing all student's potential for becoming global productive citizens in society. We embrace diversity, offer equitable opportunities for all, and promote pride in our school and community.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Broomfield, Alfred	Principal	1. Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned. 2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school. 3. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils. 4. Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided for in F.S.1003.32. 5. Enforce the Broward County Schools Code of Student Conduct.
Meinsen, Brittnany	Assistant Principal	Grade 11th Grade Advanced Placement Dual Enrollment BVS Teachers PTSA School Improvement School Advisory Com. Open House Pre-Planning Week Testing Women of Tomorrow MTL United Way Textbook Student Obligations Graduation Student ID's Substitutes
Robinson, Susan	Assistant Principal	Alumni 10th Grade Property & Inventory* School Visitors RTI SEL- All Initiatives ESE Paras Staff Development Underclassmen Awards Health & Nutrition Clinic/Isolation Grants Alumni Events Tier/Ness Equity Liaison

Name	Position Title	Job Duties and Responsibilities
		PPE/CDC Compliance Job Coach Field Experience
Smith, Nadine	Reading Coach	Literacy coach for all 9-12 grades. Supports all English and reading teachers

Demographic Information

Principal start date
Sunday 9/15/2019, Alfred Broomfield

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
109

Total number of students enrolled at the school
2,021

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	555	568	499	505	2127
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	99	138	122	483	842
One or more suspensions	0	0	0	0	0	0	0	0	0	7	10	5	8	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	212	184	160	34	590
Course failure in Math	0	0	0	0	0	0	0	0	0	84	99	119	38	340
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	153	134	135	122	544
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	124	198	110	583
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	210	199	221	133	763

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	2	3	6	8	19

Date this data was collected or last updated
Friday 9/17/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	507	583	514	538	2142
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	134	142	227	605
One or more suspensions	0	0	0	0	0	0	0	0	0	42	54	36	25	157
Course failure in ELA	0	0	0	0	0	0	0	0	0	90	90	62	17	259
Course failure in Math	0	0	0	0	0	0	0	0	0	90	90	62	17	259
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	147	151	0	0	298
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	147	151	0	0	298
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	105	108	58	60	331

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	1	40	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	17	7	25	67

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	507	583	514	538	2142
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	134	142	227	605
One or more suspensions	0	0	0	0	0	0	0	0	0	42	54	36	25	157
Course failure in ELA	0	0	0	0	0	0	0	0	0	90	90	62	17	259
Course failure in Math	0	0	0	0	0	0	0	0	0	90	90	62	17	259
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	147	151	0	0	298
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	147	151	0	0	298
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	105	108	58	60	331

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	1	40	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	17	7	25	67

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				42%	57%	56%	43%	58%	56%
ELA Learning Gains				44%	52%	51%	44%	54%	53%
ELA Lowest 25th Percentile				40%	45%	42%	37%	47%	44%
Math Achievement				31%	51%	51%	38%	49%	51%
Math Learning Gains				40%	44%	48%	41%	45%	48%
Math Lowest 25th Percentile				43%	43%	45%	34%	46%	45%
Science Achievement				59%	66%	68%	47%	64%	67%
Social Studies Achievement				66%	71%	73%	68%	70%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	39%	57%	-18%	55%	-16%
Cohort Comparison						
10	2021					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison		-39%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	67%	-10%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	67%	-2%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	61%	-39%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	56%	-20%	57%	-21%

Grade Level Data Review - Progress Monitoring Assessments

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

Departments use diagnostic assessments at the beginning of the year to determine baseline proficiency for all students. Throughout the year teachers use common formative assessments aligned to standards to analyze data and make real time decisions to curriculum to incorporate remediation and enrichment.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	50%	43%
	Economically Disadvantaged	44%	42%	425
	Students With Disabilities	23%	27%	36%
	English Language Learners	15%	18%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	37%	13%
	Economically Disadvantaged	33%	33%	33%
	Students With Disabilities	21%	20%	20%
	English Language Learners	26%	24%	23%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	88%	88%	88%
	Economically Disadvantaged	81%	81%	81%
	Students With Disabilities	72%	72%	72%
	English Language Learners	68%	68%	68%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	40%	38%
	Economically Disadvantaged	57%	57%	57%
	Students With Disabilities	19%	24%	30%
	English Language Learners	13%	17%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	40%	21%
	Economically Disadvantaged	51%	31%	13%
	Students With Disabilities	38%	27%	20%
	English Language Learners	46%	35%	16%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	50%	38%
	Economically Disadvantaged	62%	61%	60%
	Students With Disabilities	58%	58%	58%
	English Language Learners	57%	57%	57%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	53%	40%
	Economically Disadvantaged	54%	50%	50%
	Students With Disabilities	37%	33%	30%
	English Language Learners	38%	39%	40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	68	68%
	Economically Disadvantaged	54%	54%	54%
	Students With Disabilities	46%	47%	48%
	English Language Learners	58%	61%	68%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	76%	82%	48%
	Economically Disadvantaged	62%	70%	74%
	Students With Disabilities	61%	63%	67%
	English Language Learners	57%	60%	65%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66%	80%	87%
	Economically Disadvantaged	52%	71%	80%
	Students With Disabilities	58%	64%	76%
	English Language Learners	28%	68%	88%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	78%	95%	100%
	Economically Disadvantaged	65%	86%	100%
	Students With Disabilities	43%	73%	100%
	English Language Learners	33%	66%	100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	32	31	11	14	11	21	29		90	36
ELL	19	40	41	12	21	18	31	48		90	50
ASN	54	60		38	33		55	69		100	70
BLK	34	36	29	14	9	5	33	42		99	57
HSP	39	40	38	16	17	20	38	53		92	67

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
MUL	46	55		36	20			62		93	79
WHT	51	46	25	34	28	18	50	35		95	73
FRL	38	40	36	18	16	12	33	45		96	63

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	22	28	31	19	30	39	36	44		92	60
ELL	25	39	35	27	46	54	45	65		86	78
ASN	43	38		31	31		64	75		100	72
BLK	37	43	44	29	42	44	56	57		95	77
HSP	43	44	40	34	43	46	61	71		93	80
MUL	64	78		36	25			67		92	64
WHT	45	41	29	26	26	33	45	71		89	78
FRL	38	43	40	30	39	43	57	64		94	79

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
SWD	22	35	31	19	26	22	29	42		84	50
ELL	25	38	38	28	32	29	43	45		69	55
ASN	59	56		45	44		47	71		79	53
BLK	35	42	37	29	38	33	42	58		96	68
HSP	43	44	37	40	40	33	49	73		90	71
MUL	53	39		46	58		43	81		100	86
WHT	52	44	46	51	54	23	54	74		93	75
FRL	40	43	37	36	40	35	44	65		91	70

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	11
Percent Tested	85%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Our lowest-performing students are our students with disabilities. This subgroup remains the same at 40% from the school year 2019 for percentage points for FSA data. However, with not taking the FSA in 2020 they are still below 41% at only a 40% proficiency rate.

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

Based on the data the component that showed the greatest decline from the previous year is our multiracial subgroup. The biggest factor that contributed to this decline was their math scores. The flatline data is a representation of the not tracking scores do to the global pandemic in 2020.

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

Math achievement proficiency level went from a 38 to 31%.
Based on the data the component that showed the greatest decline from the previous year is our multiracial subgroup. The biggest factor that contributed to this decline was their math scores.

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

Science showed the most improvement from 47 to 59% from year 2018 to 2019. Math lowest quartile gains showed an increase from 34 to 43% from year 2018 to 2019.

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

Students received Tier 2 and 3 instruction with various supplemental material. Science teachers collaborated with the ELA department to implement strategic vocabulary instruction. Students who scored a level 1 or 2 on the previous year's FSA received pull-out instruction during personalization periods. Math instructors provided differentiated instruction for struggling math students.

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

Strategies to accelerate learning will consist of implementation of Khan Academy, learning stations for students to target remedial standards, and consistent Tier 1 instruction will students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive professional development every first Thursday of each month on Professional Study Days. PD will cater to the needs of the staff. Design of the PD will stem from the FLDOE school data report. Staff have already had the opportunity to attend various professional development such as;
How to Help Students Who Have Been Disengaged by Learning Gaps
Fun Learning Strategies for Engaging Students who Have Been Disengaged Learning Understanding Student Mental health. Professional development will be designed to target areas of focus such as increase literacy across all content areas.

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

Additional services that will be implemented to ensure sustainability of improvement will consist of computer programs to tailor individual needs, utilization of online textbooks, and correct course placement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	It is important to keep high school students motivated and engaged. Due to the national pandemic, students have been virtually, not face-to-face, for over a year. As a district, the re-engage initiative is a factor for all Broward County Schools. Currently, at McArthur High School leadership is focused on re-engaging students to aid in closing the achievement gap.
Measurable Outcome:	One goal is to increase the achievement level for both Reading and Math by 5%.
Monitoring:	Monthly common formative assessments will progress monitor achievement levels throughout the school year.
Person responsible for monitoring outcome:	Nadine Smith (nadine.smith@browardschools.com)
Evidence-based Strategy:	Evidenced-based strategies to attain the goal consists of culturally relevant research-based instructional material implementation.
Rationale for Evidence-based Strategy:	Culturally relevant teaching will aid in engaging students. Students will be able to relate to the material and be able to demonstrate interest in the content.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	As literacy is the foundation for every subject, an increase in proficiency in this area increase student content knowledge across the board. At the end of 2021 less than 50% of 9th and 10th graders based on FSA data were proficiency in ELA. Over 200 seniors have not meet proficiency on their state exam.
Measurable Outcome:	The school plans to increase student proficiency by 10% on both 9th and 10th grade FSA by June 2022.
Monitoring:	Students will take common formative assessments that are aligned to state standards. Data from the assements will be analyzed and monitored.
Person responsible for monitoring outcome:	Nadine Smith (nadine.smith@browardschools.com)
Evidence-based Strategy:	The literacy coach and identified support facilitators will push in and pull-out students that need extra remediation based on their common formative assessment scores. The literacy coach will work with teachers to help increase the quality of instruction delivered through professional learning communities.
Rationale for Evidence-based Strategy:	Working in small groups or one on one with students has been proven to increase content knowledge for struggling individuals

Action Steps to Implement

1.. Students will take a diagnostic formative assessment in their reading and English classes
2. Teacher and literacy coach will analyze data
3. Teacher and literacy coach will create individualized plans for student achievement
4. Literacy coach will pull out students or push into classes based on common formative assessment data
5. Literacy coach will guide and work with teachers in developing curriculum and remediation content

Person Responsible	Nadine Smith (nadine.smith@browardschools.com)

Additional Schoolwide Improvement Priorities

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

The school will set high expectations school-wide throughout the year. Students will be expected to demonstrate the following: (1) Self-control- Students will have a calm demeanor and show self-control in all interactions with peers and adults (2) Accountability- Students will be cooperative and be accountable for their choices and behavior (3.) Attendance and Punctuality to class-students will be conscious of time and report to assigned classes and locations at all times and be on time. Students will use appropriate language and behaviors at all times. Students will stay in appropriate/monitored areas during classes and lunches. Students will comply with all instructions given, use appropriate language, behavior with their peers and adults. Students will respect the boundaries of others. Students will interact in appropriate ways with their peers.

Students will accept responsibility for poor choices. Students will accept responsibility for poor choices and take conscious actions to not repeat inappropriate behaviors. Students will apologize for inappropriate behaviors. Students will attend all required events and be on time. Students will only report to the cafeteria during their designated lunch time. Students will stay out of the hallways and be in designated areas at all times.

Students will be invited to celebrations based on the number of points they have. Celebrations will take place a minimum of once a quarter. Students will be notified at the beginning of the quarter how many points they need to participate in the celebrations. (Points are awarded for good/perfect attendance). The attendance clerk will monitor students' attendance in pinnacle. Attendance clerk will pull reports weekly to analyze the data. Based on the data students will earn their points. The Behavior Specialist and administration will monitor students' attendance over the year. Regular attendance will see an increase due to receiving points that reward students at the end of each quarter.

100% of hallways, front office, cafeteria, and other public areas will have school-wide expectations and location-specific rules posted. The Security specialist will post the rules throughout the display areas on campus during pre-planning. 100% of instructional staff will be instructed to deliver expectations and rules lesson plans as written and when indicated. A Classroom observation tool will be utilized quarterly during the lesson to identify proper behavior expectations.

100% staff members will be oriented to the Discipline Flow Chart. It will continue to be used consistently by 100% instructional staff, behavioral support and administrators. Biweekly faculty meetings will be utilized quarterly to identify proper usage of flow chart and modification of such. Biweekly faculty meetings will be utilized quarterly to identify proper usage of flow chart and modification of such.

A reward system is implemented by 100% staff for all students. PLC's will be utilized quarterly to identify and provide accountability to ensure reward system is functioning as expected. PLC's will be utilized quarterly to identify and provide accountability to ensure reward system is functioning as expected.

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.

The school begins to address building positive school culture and environment first through the teachers. Throughout the school year, different professional development sessions are offered on and of campus to promote a positive environment. To engage students different activities are held throughout the year to celebrate various cultures and organizations. All faculty and scholars have an open door policy to bring to the school's attention any event or change that is needed to increase in a positive manner the school culture and environment.

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

To ensure that stakeholders are fully involved in various processes and activities at McArthur High school each month the school host open meetings for all stakeholders. These meetings called school advisory council comprised of all stakeholders to represent the different populations of the scholars and community. Through these meetings, stakeholders are presented with current information about instructional time and given opportunities to add suggestions for positive change. This committee has the ability to vote on using various funds to improve the student environment. McArthur hosts various events through out the year to celebrate different cultures for all stakeholders to participate.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$4,042.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0241 - Mcarthur High School	Other	1008.86	$2,021.00
			Notes: This will be funded through multiple funding sources. Through Esser funding, teachers will support targeted subgroups for remediation. Teachers will push in to classrooms or pull out to support students during personalization periods. A second funding source will come from Esser to fund additional extended learning opportunities, such as; core content area camps and creative learning initiatives to support students during and after school.			
	5200	120-Classroom Teachers	0241 - Mcarthur High School	General Fund	1008.86	$2,021.00

		Notes: ESE Support Facilitators support our ESE student population. ESE facilitators will continue to conduct small group instruction with students in the ESE population.	
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
		Total:	**$4,042.00**