

Broward County Public Schools

# Mcarthur High School



## 2022-23 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: 9/13/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (50%) 2018-19: B (54%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of 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 students' 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**

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

Name	Position Title	Job Duties and Responsibilities
Broomfield, Alfred	Principal	<ol style="list-style-type: none"> <li>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.</li> <li>2. Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school.</li> <li>3. Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and the promotion of pupils.</li> <li>4. Have the authority to discipline students up to and including the suspension of students from school or from a school bus as provided in Florida Statute 1003.32</li> <li>5. Enforce the Broward County School Code of Student Conduct.</li> </ol>
Meinsen, Brittany	Assistant Principal	12 Grade Administrator 21st Century After School Tutoring RTI SEL-All Initiatives ESE Math ESE Paras Graduation Staff Development School Improvement Plan School Advisory Council Substitutes Scholarships Women of Tomorrow Pre-Planning Week Textbooks Library Lead Senior Awards Alumni Events Job Coach
Smith, Nadine	Reading Coach	Literacy coach for all 9-12 grade students. Provided support for English and Reading teachers while increasing student proficiency.

## Demographic Information

### Principal start date

Friday 9/13/2019, Alfred Broomfield

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2



**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

82

**Total number of students enrolled at the school**

2,046

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

12

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

14

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	549	565	546	446	2106
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	188	199	250	221	858
One or more suspensions	0	0	0	0	0	0	0	0	0	83	66	46	28	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	101	108	109	14	332
Course failure in Math	0	0	0	0	0	0	0	0	0	64	73	95	11	243
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	179	189	83	29	480
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	228	227	23	6	484
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	2	1	0	7

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	228	165	157	51	601

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	2	2	7	24

**Date this data was collected or last updated**

Thursday 9/1/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	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

**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	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	0	2	3	6	8	19

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	52%	51%				42%	57%	56%
ELA Learning Gains	46%						44%	52%	51%
ELA Lowest 25th Percentile	38%						40%	45%	42%
Math Achievement	24%	41%	38%				31%	51%	51%
Math Learning Gains	48%						40%	44%	48%
Math Lowest 25th Percentile	54%						43%	43%	45%
Science Achievement	35%	35%	40%				59%	66%	68%
Social Studies Achievement	62%	51%	48%				66%	71%	73%

**Grade Level Data Review - State Assessments**

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	67%	-10%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	67%	-2%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	61%	-39%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	56%	-20%	57%	-21%

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	35	31	12	34	44	26	33		90	40
ELL	14	43	48	14	36	57	24	43		97	49
ASN	44	43		29	46		25	68		100	72
BLK	37	45	32	23	51	59	33	56		98	56
HSP	38	48	44	24	46	51	36	64		98	59
MUL	60	38		22	50					100	82
WHT	44	49	15	25	47		41	69		93	60
FRL	36	46	35	23	48	52	33	58		97	60
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
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

## ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Several subgroups increased significantly reaching levels last seen before the pandemic. Six out of the eight components increased their overall score with the lowest 25th percentile in math showing the largest increase of 41 percent. The school is still behind the district and state in testing with our students with disabilities having the lowest achievement scores.

#### What data components, based off progress monitoring and 2022 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 students with disabilities subgroup. The biggest factor that contributed to this decline is the student's low achievement in math and English.

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

Though students with disabilities increased in math learning gains and lowest 25% learning gains their overall proficiency is only 12%. Again, with their reading scores the students increased in learning gains,

but overall proficiency is still low with only 18% of the subgroup reaching passing level. New action to improve this subgroup would be creating specific and meaningful pull-out sessions in both math and English for these students.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on progress monitoring and the 2022 state assessment the data components that showed the most improvement was math learning gains in the lowest 25%. This component across all subgroups showed the highest increase with our black students increasing over 54%.

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

The county provided extended learning opportunities using ESSER funds that allowed the school to increase push in, pull outs, and tutoring after school for all students.

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

To evaluate and modify our pull out, push in, and tutoring curriculum to increase individualize support for students. Also, to continue utilizing our RTI.

**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 once a month through professional study days, early release, and or teacher planning. The design of the professional development will stem from decision making and increasing individualized support for different subgroups to create equity in learning. Students will also be working with teachers to increase social emotional learning that has a direct impact on student achievement.

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

Additionally, services that will be implemented to ensure sustainability of improvement will consist of different computer programs to tailor individual needs, utilization of online textbooks, correct course placement, and teacher support through the district.

**Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and****Rationale:**

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

Students with disabilities are the only subgroup that is consistently scoring below 40% proficiency. This is now the third year that this subgroup is continuing to perform lower than any other subgroup.

**Measurable Outcome:**

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

By June 2023, McArthur High school will increase the federal index of students with disabilities by 2% as measured by the 2023 state assessments.

**Monitoring:**

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

McArthur High school ESE department will monitor students with disabilities in collaboration with content teachers through data analyzation on formative assessments throughout the year.

**Person responsible for monitoring outcome:**

Brittnany Meinsen (brittany.meinsen@browardschools.com)

**Evidence-based Strategy:**

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

Students will meet with their assigned support facilitator weekly to receive individualized support in content area they are struggling in. They will also meet in small groups to enhance standards they are consistently not showing proficiency in.

**Rationale for Evidence-based Strategy:**

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

Allowing space and time for collaboration will in turn give students a quiet space to focus and allow their support facilitator to monitor their progress and provide individualized support.

**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.

1. Identify ESE Students that are falling below proficiency level
2. Separate ESE facilitators caseload based on student needs
3. Provide additional support options for pull-outs, push-in, afterschool tutoring, and computer resources
4. Formative and summative assessments from teachers are given continuously to determine the type of remediation needed for students with the ESE facilitator implementing support
5. Based on the data in the students' annual IEP meetings and interim reports the ESE facilitators and teachers will continuously adjust students plans.

**Person Responsible**

Brittnany Meinsen (brittany.meinsen@browardschools.com)

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

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

The ELA achievement went down a percentage in 2022 from 2021. Both the learning gains and the lowest 25 % learning gains are below 50%. Only one subgroup is above 50% achievement in ELA with students with disabilities and ELL having the lowest proficiency scores. ELA is the core component for student success across multiple other content areas.

**Measurable Outcome:**

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

In May 2023, ELA proficiency will increase by 2 percentage points on the FAST.

**Monitoring:**

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

With the new BEST standards and testing monitoring will first be analyzed through each quarter of testing to see students' proficiency and areas that need remediation. Teachers will also continuously give formative and summative assessment using curriculum to access students' needs.

**Person responsible for monitoring outcome:**

Nadine Smith (nadine.smith@browardschools.com)

**Evidence-based Strategy:**

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

The literacy coach will push in and pull-out students that need extra remediation based on BEST test and common formative assessments. The literacy coach will work individually with teachers to help increase the quality of instruction delivered. The literacy coach will also help teachers analyze data within subgroups to help make real time decisions for students.

**Rationale for Evidence-based Strategy:**

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

Working in small or individual groups allows students to understand and increase their content knowledge more efficiently.

**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.

1. Students will take a diagnostic formative assessment in their reading and English classes.
2. Within the first month of school students will sit for the FAST exam
3. Teachers and literacy coach will analyze data
4. Teachers and literacy coach will create individualized and whole class plans for student achievement
5. Literacy coach will pull out students and push into classrooms based on data
8. Literacy coach will guide and work with teachers in developing curriculum based on decision making tools and data.

**Person Responsible**

Nadine Smith (nadine.smith@browardschools.com)

## **Positive Culture & Environment**

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

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

McArthur High school addresses building a positive school culture and environment first through the teachers by giving them a voice and the power to make decisions that directly affect themselves and the students. Throughout the year, different professional development sessions are offered on and off campus to promote a positive learning environment. The leadership team participates in weekly and bi-monthly meetings to discuss new initiatives that drive student achievement and a positive learning environment. To engage students to create positive environment different activities are held throughout the year to celebrate various cultures, organizations, and student success. The principal and administration have created an open-door policy to allow anyone to bring forth any event or chance that is needed to increase school culture and environment.

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

To ensure that stakeholders are fully involved in various processes at McArthur High school the school holds monthly school advisory council meetings that are open to all stakeholders. These meetings are comprised of different stakeholders to represent all areas of the school population, staff, and community. Through these meetings the council is presented with various information that is current regarding instructional focus, upcoming activities, and more. Each stakeholder is given the opportunity to present and add suggestions for a positive change for the school. The committee also has the ability to use funds to bring different activities to improve student achievement and the school environment. McArthur also hosts various other events throughout the year to celebrate students and stakeholders.