

Miami-Dade County Public Schools

# Miami Macarthur Educational Center



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Miami Macarthur Educational Center

13990 SW 264TH ST, Naranja, FL 33032

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

### Demographics

**Principal: Earl Burth**

Start Date for this Principal: 8/15/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	Combination School 1-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Unsatisfactory
<b>DJJ Accountability Rating</b>	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 limited to : developing standardized curricula, assess teaching methods, monitor student achievement, encourage parental involvement, revise policies and procedures, administer the budget , hire and evaluate staff and oversee facilities.
Quinn, Tarika	Assistant Principal	Duties include but are not limited to : providing support to the principal during the 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.
Iglesias-Cruz, Ely	Teacher, K-12	Provide support to the mathematics department and coordinating all state and district assessments.
Bouie, Trenecia	Teacher, K-12	Provide support to the schools language Arts and Social Studies departments.
Gil, Lissette	Psychologist	Provide support to the student services departments and coordinates all mental and emotional support needs.

**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 8/15/2022, Earl Burth

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

70

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

20

**Number of teachers with professional teaching certificates?**

18

**Number of teachers with temporary teaching certificates?**

2

**Number of teachers with ESE certification?**

7

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

1

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

1

**Demographic Data**

**Early Warning Systems**

**2022-23**

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	8	19	13	7	8	1	56
Attendance below 90 percent	0	0	0	0	0	0	0	34	51	25	9	11	0	130
One or more suspensions	0	0	0	0	0	0	0	36	52	30	10	12	0	140
Course failure in ELA	0	0	0	0	0	0	0	9	12	15	1	7	1	45
Course failure in Math	0	0	0	0	0	0	0	2	4	3	5	4	1	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	8	26	29	9	16	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	14	51	28	9	16	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	6	17	10	4	10	1	48

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	34	60	29	12	17	1	153

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	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	24	21	2	2	1	0	50

Date this data was collected or last updated

Friday 7/15/2022

**2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	3	3	10	2	1	21
Level 1 on 2019 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	0
Students retained two or more times	0	0	0	0	0	0	0	1	1	1	3	2	0	8

**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		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	11%	56%	-45%	52%	-41%
Cohort Comparison		0%				
08	2022					
	2019	9%	60%	-51%	56%	-47%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	55%	-55%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		0%				
07	2022					
	2019	10%	53%	-43%	54%	-44%
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		-10%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	18%	68%	-50%	67%	-49%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	11%	73%	-62%	71%	-60%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	33%	71%	-38%	70%	-37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	8%	63%	-55%	61%	-53%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

**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										27	
BLK										27	
FRL										25	

  

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	

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	25
Total Components for the Federal Index	1
Percent Tested	
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

### Part III: Planning for Improvement

#### 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 related to the Areas of Focus?

The area of focus for the 2021-2022 school year was differentiated instruction. In the ELA classes, progress monitoring was conducted through the Read 180 and I-Ready reading resources. In the Mathematics classes, progress monitoring was attained through the IXL mathematics resource.

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

The 2022 Spring FSA ELA indicated an increase of 36 percentage points in proficiency. Students were enrolled in Intensive reading courses and additional intervention was provided through pull out tutoring. Additional resources in Language arts was provided through the IXL program. Prior to assessments students participated in a writing workshop.

#### 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?

Based on the Spring 2022 FSA Assessment, the greatest need for improvement is in middle grades mathematics. The schools basis for this conclusion is the data indicates that 78% of students scored on proficiency level 1 and 17% scored on proficiency level 2.

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

95% of middle grades mathematics students are scoring below proficiency level. The data does not indicate a clear trend across content areas.

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

The strategies that will be implemented for the 2022-2023 school year include implementing intensive mathematic courses for level 1 and 2 students in addition to an intervention plan with progress monitoring through pull out tutoring.

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

Professional development for the new B.E.S.T. standards will be provided by the school and district to ensure that teachers implement the standards with fidelity. Professional development will also be available for the new textbook and resources aligned to the standards.

**Areas of Focus:**



**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**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 2022 FSA Mathematics Data indicates that 79% of the students scored achievement level 1 and 16% of the students scored achievement level 2. Data-Driven instruction will be utilized to ensure that all students receive new BEST standards aligned to mathematics instruction in addition to the implementation of intensive mathematics courses.

**Measurable Outcome:**

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

By the 3rd Progress Monitoring( PM3) period, Our goal will be to reduced 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 mathematics instruction aligned to the new BEST Standards.

**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 will be utilized in all tested and non core content areas to infuse literacy and ensure that students receive skills based interventions 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.

1. Professional Development will be offered in the areas of effectively implementing the Florida BEST Standards, Data-driven instructions, differentiated instruction, and rigor and response intervention.
2. Data Chats will be conducted monthly with students by the teachers to monitor student progress.
3. Data will also be discussed in the monthly department meetings with teachers, the school assessment coordinator, and the administration
4. Individual and small group pull out tutorials will be implemented for students who are in need of additional assistance.

**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 students' Individualized Educational Plan (IEPs) and that accommodations are being implemented. Identified students will be included in small teacher led groups and one on one pullout or push in assistance.

**#2. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**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.

*No action steps were entered for this area of focus*

**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.

**Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

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.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**



Miami MacArthur Educational Center creates a positive school culture by implementing the Positive Behavior Intervention Support (PBIS). Through this students and faculty 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.

**Describe how implementation will be progress monitored.**

The implementation of the PBIS is done weekly with the collection of point sheets and recommendations of rewards. The data collected is shared with all stakeholders to determine if modifications need to be made. Student reward calendars are posted monthly.

**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.

Action Step	Person Responsible for Monitoring
PBIS points will be given to students daily by each classroom teacher and point sheets will be filled out weekly to reward students on a weekly bases. Modification to the rewards calendar is done monthly.	Branton, Daryl, dbranton@dadeschools.net