

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: MIRAMAR ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Mr. Philip J. Bullock**

**SAC Chair: Ms. Iлона Tinerino-Allen**

**Superintendent: JAMES F. NOTTER**

**Date of School Board Approval: PENDING**

**Last Modified on: 09-16-2009**

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325 West Gaines Street  
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## VISION and MISSION STATEMENTS

The vision of Miramar Elementary School is: to ensure that all students will achieve at or above grade level.

The mission of Miramar Elementary School is to ensure that all students will learn by providing them the best educational opportunity possible in a safe, stimulating, and supportive learning environment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Miramar Elementary School is located in the Southeast section of the city of Miramar, Florida. The school opened in 1948 and is a neighborhood school. As of June 2009 the school serves 916 students in Pre-K through 5th Grade. Miramar Elementary has made AYP for the past 3 out of 4 years.

#### Unique School Strengths for Next Year

- \*Teacher initiative grants; over 50 grants were awarded to teachers @ our location in which teacher received additional funding for towards student achievement.
- \*2 Nationally Board Certified Teachers
- \*100 of instructional staff meet the requirements for being Highly qualified.
- \*Departmentalization in grades 3 through 5.
- \*High-achieving classes offered in grades 1 and 2.

#### Unique School Weaknesses for Next Year

- \*Budget Cuts due to economic downfall.
- \*Drop in FTE
- \*Lack of technology funding to keep up with new technological equipment.

#### Student Demographics

31% Hispanic,  
60% Black non-Hispanic,  
1% Multiracial,  
4% White non-Hispanic,  
4% Asian or Pacific Islander

#### Student Attendance Rates

Parents of students that have excessive absences and are continuously tardy are called by teachers and are then visited by the social worker or resource officer.

#### Student Mobility

2007 27.3%,  
2008 23.4%,  
2009 22.8%

### Student Suspension Rates

Internal suspension 1.5%  
External suspension .30%

### Student Retention Rates

0.4% of students in K-5 In Kindergarten- 10 students were retained,  
1st grade- 6 students were retained,  
2nd grade- 7 students were retained,  
3rd grade- 11 students were retained,  
4th grade- 1 student was retained, and  
5th grade 0 students were retained.

We had a total of 905 students for the 2008-2009 school year.

### Class Size

PreK-  
Kindergarten 18 students  
1st Grade - 18 students  
2nd Grade - 18 students  
3rd Grade - 22 students  
4th Grade - 22 students  
5th Grade - 22 students

### Academic Performance of Feeder Pattern

N/A

### Partnerships and Grants

#### \* Partnerships:

Sam's Club, Florida Marlins, BJ's Wholesale Club, Papa John's pizza, Galaxy Skate Way, Chuck E. Cheese, Miramar Police and Fire Department, City of Miramar, Golden Corral, JT's Sports Bar & Grill, Kabooms Amusement Center, After School Care Programs (ASP), & Char-Hut

#### Grants:

\*50 Broward Educational Grants for the 2009-2010 school year.

Teachers wrote many grants and were awarded money to provide additional resources and materials to the classroom in which the teacher is providing students with new educational experiences that will improve academic achievement.

\*US ARMY Grant \$1, 500.00

\*Grandparent program (3 grandparents are assigned to our school)

\*Nova University-America Reads (Tutors)

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

### [School Grades Trend Data](#)

### [Adequate Yearly Progress \(AYP\) Trend Data](#)

### [Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mr. Philip J. Bullock	*Masters Degree- Elementary Education (Grades 1-6) *Educational Leadership (Grades K-12) *Bachelors Degree in Psychology	6	16	Miramar Elementary school in 2003-2004 was an A. In 2004-2005 the school went from an A to B. In 2005-2006 Miramar Elementary went back to being an "A+" school and has been graded an "A+" school for the past 4 years. AYP has been met from the years of 2003-2007. In 2007-2008 we didn't receive AYP status. In 2008-2009 Miramar Elementary School made AYP.
		*Masters Degree in Curriculum and 1 year 22 years Pines Middle School was her previous			

Assis Principal	Ms. Brenda Gillis	location. From 2005-2006 Pines received a grade of Rev. 05/08/09 Page 3 Instruction (Grades K-12) *Bachelors Degree in English with a minor in Elementary Education (Grades 1-6)	2	22	Pines Middle School was her previous location. From 2005-2006 Pines received a grade of "A". In 2006-2007 they maintained their grade of an "A". In 2007-2008 Pines Middle School received a grade of a "B".
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Ingrid Rosales	*Reading Endorsement *Elementary Education *ESOL Endorsement	7	7	Miramar Elementary school in 2003-2004 was an A. In 2004-2005 the school went from an A to B. In 2005-2006 Miramar Elementary went back to being an "A+" school and has been graded an "A+" school for the past 4 years. AYP has been met from the years of 2003-2007. In 2007-2008 we didn't receive AYP status. In 2008-2009 Miramar Elementary did make AYP and our reading scores have increased.
Reading	James Maisel	*Elementary Ed. (k-6) *Educational Leadership *Reading Endorsement *ESOL Endorsement	6	6	Miramar Elementary school in 2003-2004 was an A. In 2004-2005 the school went from an A to B. In 2005-2006 Miramar Elementary went back to being an "A+" school and has been graded an "A+" school for the past 4 years. AYP has been met from the years of 2003-2007. In 2007-2008 we didn't receive AYP status. In 2008-2009 Miramar Elementary did make AYP.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
NESS Program-New Educator Support System	Ms. Gisele Bishop	May 2010	
Teacher Mentors on each grade level with more then 3 years that are paired up with new teachers on that grade level that have 1-2 years of experience. (Release time for new teachers to shadow their mentors).	Ms. Denise Haltrecht Ms. Ilona Tinerino	May 2010	
High Morale amongst faculty and staff	Mr. Philip Bullock	May 2010	
Communication-open door policy - Safe Campus-Minimal behavioral problems	Mr. Philip Bullock	May 2010	
Recognize teacher/student accomplishments in newsletters, faculty meetings, and via email.	Mr. Philip Bullock	May 2010	
New teachers come back early before the school year begins for meet and greet, along with their coaches and mentors.	Mr. Philip Bullock	August 2009	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
All instructional staff are highly qualified, therefore			

no members of the faculty are teaching out-of field.	N/A	N/A	N/A
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### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
59	0	29	37	20	14	100	7	3	100

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ms. Denise Haltrecht	Ms. Rodnee Johnson	Grade level change and Science Departmentalization	Establish Learning communities Planning together & modeling of activities.
Ms. Iлона Tinerino	Ms. Elizabeth Kunz	Grade Level Change	Learning Communities Planning together & modeling of activities
Ms. Kelly Bright	Ms. Abby Schein	New to our school location	Learning Communities Planning together & modeling of activities
Ms. Gisele Bishop	Mr. Tauri Eligon	new t our school location	Learning Communities Planning together & modeling of activities

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Miramar Elementary is a Title I school. Title I funds are being used towards CAMP Manatee (an after school tutorial program for students in grade 3rd, 4th, and 5th). These funds are also being used for parental trainings in academic areas.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Curriculum Specialist

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

After School Tutorial Programs- (CAMP Manatee- grades 3rd through 5th)

Violence Prevention Programs

Miramar Police Dept. full-time School Resource Officer (SRO); SOAR program

Nutrition Programs

Commit to be Fit

Housing Programs

N/A

Head Start

Miramar Elementary has only 1 class of Head Start with 18 students.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

\*Ms. Nichole Harriot- Guidance Counselor, Ms. Karmala Jackson- ESE Specialist, Ms. Ingrid Rosales-Reading Specialist, Mr. Maisel-Curriculum Specialist, Mr. Bullock-Principal, Ms. Georgia Gillings-Curriculum Specialist, Ms.Christine Burt Holsendorf School Psychologist.

They have been assigned based on academic and curriculum knowledge and years of service.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

\*The RtI Leadership team meets two times a month to discuss the implementation of an RtI plan and works closely with all teachers to address the learning needs of each student.

TIER 1, TIER 2, and TIER 3 intervention measures are implemented and monitored. Adjustments to instruction and/or behavioral interventions are made as necessary in response to data from initial intervention measures. The students are referred based upon academic and social needs. Teacher conferences are held with the RtI leadership team based on individual student needs. Suggestions to meet the student's needs are shared and then implemented. The teacher continuously monitors students that are referred and the team to make sure academic achievement is occurring.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

\* The RtI leadership team adds input to writing goals and objectives, and continuously monitors the SIP implementation.

\*The RTI team also attends and participates in all SAC and SAF Meetings.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

\*IT1-Data collection: Utilize FAIR assessments; math and reading mini-benchmark assessments, FCAT reports, District BAT 1 and BAT 2 assessments, Write Score science data, BEEP assessments,and all reliable and valid test results.

The RtI team at our school created an RtI/Progress monitoring form, which is an academic organizer that incorporates an intervention for Phonics/Fluency, Intervention vocabulary, and intervention for comprehension in Reading. It incorporates pre-progress and post-progress of each student.

\*IT2- Addressing individual student needs: Multidisciplinary team meets to address problems of identified students, monitors progress,identifies strategies for implementation and the progress is then documented. The RtI team reconvenes to review the progress and make the instructional decisions.

\*IT3- Instructional Decision: Based upon the implementation of services and the review of the progress taken place, there will be additional educational support services made.

Describe the plan to train staff on RtI.

\*The Assistant Principal along with the Response to Intervention Team will conduct mini-workshops to educate teachers on the process. We also meet with individual grade levels after initial assessments where student data and the need for RtI are discussed.

\*We also then review strategies for implementation and develop a plan that is based upon each individual student. Guidance counselor and the RTI team will train all faculty and staff on the process.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

##### 2009 FCAT Results:

Reading: Words-Phases Main Idea-Purpose Comparisons Reference-Research Lv3

Grade 3 6 out of 9 15 out of 24 6 out of 9 2 out of 3 83%

Grade 4 6 out of 7 15 out of 23 11 out of 13 3 out of 4 79%

Grade 5 3 out of 6 13 out of 21 10 out of 15 2 out of 3 67%

##### Math:

Number-Sense Measurement Geometry Algebraic Thinking Analysis Lv3

Grade 3 8 out of 12 5 out of 8 5 out of 7 4 out of 6 6 out of 7 83%

Grade 4 7 out of 11 5 out of 8 5 out of 7 5 out of 7 5 out of 7 84%

Grade 5 8 out of 13 7 out of 11 8 out of 13 7 out of 11 7 out of 12 69%

##### Science:

Physical/Chemical Earth/Space Life science Scientific Thinking Lv3

Grade 5 8 out of 12 7 out of 13 9 out of 13 8 out of 13 46%

##### 2009 FCAT Results:

##### Writing:

Grade 4 Expository Narrative Combined

Level 3.5 and above 99% 92% 95%

\*In 3rd grade our reading scores in 2008-2009 increased by 3% from 61% to 64%. 83% of our students scored level 3 and above.

\*In 3rd grade our math scores in 2008-2009 increased by 5% from 78% to 83%. 83% of our students scored level 3 and above.

\*In 4th grade our reading scores increased by 4% moving from 75% to 79%. 79% of our students scored a level 3 and above.

\*In 4th grade our mathematics scores moved to 84%. 84% of our students scored level 3 and above.

\*In 5th grade our reading scores increased by 18% moving from 49% to 67%. 67% of our students scored level 3 and above.

\*In 5th grade our Mathematics scores remained the same from 69% to 69%. In which 69% of our students scored a level 3 and above.

\*In 5th grade our science scores for the 2008-2009 school year increased by 22% moving from 24% to 46%. 46% of our students scored a level 3 and above.

\*We received a large amount of learning gains from 3rd through 4th grade. Student achievement improved or maintained at a high achievement level.

\*We were able to identify that our weakness was not receiving learning gains from 4th to 5th grade.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

\*The instructional focus calendar is developed at Miramar Elementary School and is aligned to standards, district, and state Test Specifications and assessments, to meet the needs of our various sub groups (on-level, below level, high achievers, ESOL, and ESE students).

\*The calendar includes instructional and assessment time-lines. BEEP assessments (mini benchmarks) are administered to monitor students' mastery of skills. Grade level administrators meet with teachers to analyze data, discuss students' strengths and weaknesses and make changes as needed.

\*Our instructional focus calendar is combination of the B.E.E.P calendar, along with the curriculum map of state standards/ benchmarks.

\*All instructional learning communities review the instructional focus calendar, an order is established, and additional time is allotted for strands and areas of weaknesses to be evaluated. Then we include spiral reviews when creating our calendar. Feedback is provided from each learning community based on changes that need to be made due to strengths and weaknesses within the curriculum.

\*Based upon weekly meetings, classroom observations, and Mini-BAT assessments; administration will continue to ensure that the instructional focus calendars are being used by all teachers in each grade level.

\*Teachers will be provided assistance that may be struggling implementing the instructional focus calendars by administration, team leaders, individual trainings, and modeling of activities, which will help them stay on track when implementing each benchmark and implementing the instructional focus calendar within their classroom.

\*The instructional focus calendars are implemented at the beginning of each school year from grades 1st-5th and we continue utilizing our instructional focus calendar throughout the entire school year in the academic areas of reading, writing, mathematics, and science and teachers were asked to look at last years instructional focus calendars and provide input for this year when the instructional focus calendars were being generated.

\*Monitoring-Benchmarks assessments are evaluated based on the instructional focus calendar.

\*Scores are analyzed, charted, and graphed. Data chats are then held upon the completion of each and every benchmark assessment that is given. Administration and support staff attends and take an active role in all data chats. Ideas and strategies are communicated and shared within each learning community. Our new ideas are then brought back into each individual classroom and put into place where changes are implemented and monitored and our process continues for each data chat.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

\*The following instructional benchmarks for reading, writing, mathematics, and science are given top priority for each content area. They are listed accordingly below:

Reading- Main Idea, Purpose and Comparisons

Mathematics- Number Sense

Writing- Narrative Writing

Science- Earth/ Space Science

Continue with K-5 implementation, of each classroom teacher (K-5) performing each science activity per week.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

\*Students are heterogeneously grouped for homeroom and homogeneously grouped for differentiated instruction K-2.

\*Special attention is paid to our ESOL, ESE, and below level learners. Students are pulled out for small group and one-on-one intervention in writing by a writing coach and the ESE teachers.

\*Frequent progress monitoring assessments are administered and data is then used to drive re-teaching for further skill development in writing prior to the Florida writes. Each student's benchmarks and test scores are looked at individually on a student-by-student basis to ensure that each student's instructional needs are being met and mastered. Yes, the most effective teachers are instructing the students who need the most help.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

\*All subject areas are integrated with one another and all other disciplines.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## DO

### Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

\*Instructional delivery and lesson plans are aligned across grade levels and subject areas by following and implementing our instructional focus calendar and communicating through our SAC learning communities, weekly team meetings, and staff developments.

\*Grade levels meet weekly and are encouraged to share best practices amongst their teams; from there a presentation is generated to be shared with all staff members.

How are instructional focus lessons developed and delivered?

\*Instructional Focus Calendar is aligned to standards, district and state assessments to meet the needs of our various sub groups (on level, below level, high achievers, ESOL and ESE students).

\*The calendar includes instructional and assessment time-lines. We determine which lessons will be taught based upon the guideline from BEEP and through progression on how well students are mastering the concepts being taught. The lessons are being taught at the beginning to the middle of each class so that students who may be tardy will still have the opportunity to grasp the concept.

How will instructional focus lessons be revised and monitored?

\*BEEP assessments (mini benchmarks) are administered to monitor students' mastery of skills. Based on all academic focused calendars Baseline, BAT-1, BAT-2 and the BEEP assessments are used to drive instruction, adjust intervention or RtI, and make other necessary curriculum decisions to ensure the effectiveness of teaching/learning and adequate progress.

Grade level administrators meet with teachers to analyze data, discuss students' strengths and weaknesses and plan for remediation as well as enrichment.

Based upon these discussions and student needs, strengths and weaknesses are evaluated and analyzed. All revisions are closely monitored and made to ensure that student success is achieved.

## CHECK

### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

\*Mini-BEEP assessments in Reading, Math, and Science as well, as Write-score in Science is used to measure student progress as well as provide for intensive instruction/intervention. BAT-1 and BAT-2 assessments are used as baseline data to determine student progression as well as end of the week trophies tests and unit tests. These assessments are administered weekly to see how well the students are progressing and what skills need to be re-taught.

How are assessments used to identify students reaching mastery and those not reaching mastery?

\*Frequent BEEP assessments are administered to monitor mastery of each benchmark. Data analysis meetings (teachers, administrators, and support staff) are held to discuss student progress, plan for remediation, maintenance, and enrichment for our various sub-groups.

\*The results will be used to break students up into smaller groups and double dose them in the areas in which they may be struggling. Teachers will use these results to differentiate their instruction to meet student's needs.

### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

\*Weekly benchmarks are correlated with the instructional focus calendar so skills learned are assessed most of the time.

\*Students who are performing at mastery levels will be challenged with advanced curriculum in all grade levels.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

\*Teams meet on a weekly basis to discuss and analyze benchmark data based upon that teams grade level. We share ideas, make curriculum decisions, and adjust our teaching strategies based upon our students learning needs. We have on-going progress monitoring measures that are put into place to ensure the effectiveness of our instruction.

\*Agendas are generated by team input based and minutes are recorded and provided to all team members and administration.

### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

\* The leadership team is assigned to each grade level to oversee implementation of the instructional calendar, which includes differentiated accountability, progress-monitoring assessments (BEEP) facilitate frequent data analysis meeting also referred to as Data Chats.

\*Administration and support staff meet weekly to discuss student progress based on data analysis and make curriculum decisions that will further drive instruction. Yes, teachers will conduct data chats with teachers following assessments so that everyone is on board and on the same page. The instructional coaches generate the focus calendars through the input of the individual grade levels, as well as district and state benchmark requirements.

### ACT

#### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

\*Basal and instructional level materials:

\*Reading Grades K-3 Macmillan/McGraw-Hill Treasures and Triumphs (At Risk-students)

\*Reading Grades 4-5 Harcourt Trophies and Intervention Program

\*Math Grades K-5 Harcourt Mathematics and manipulatives

\*Science Grades K-5 Delta Hands-On Science Kits

\*Social Studies K-5 Harcourt Program

\*ESE- Stevenson Language Skills Program

\*Advanced learners in K-3 utilize the Treasures Beyond Level story readers, challenge workbooks, and are taken to the next academic level.

\*In 4th and 5th grade, they read novels, are challenged through math academic games, in school academic projects, computer software and technology.

\*Below level learners - Macmillan/McGraw-Hill Treasures and Triumphs (At Risk-students).

\*Small group instruction is given using a guided program to reinforce the academic skills needed for these students.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

\*Small group instruction-triple dose curriculum areas of weaknesses

\*Pull out after school tutorials

\*One-on-one teacher assistance

\*Paraprofessionals and other support staff are trained in various programs.

\*They provide small group additional instruction utilizing a specific program based off of diagnosed areas of deficiency to remediate these students. This instruction is intended to supplement provided by the classroom teacher.

How does the school identify staff's professional development needs to improve their instructional strategies?

- \*Surveys from parents and students.
- \*Teachers identify their area of weaknesses and what they would like to improve or what workshops that would like to participate in.
- \*Data collected based on mini benchmarks in reading, math, and science.
- \*Administrative Walk-throughs
- \*One- on-one teacher/administration conferences based upon needs and/or teacher requests.
- \*District initiatives

Which students will be targeted for supplemental and intensive instruction/interventions?

- \*Students who are struggling academically and aren't meeting benchmark standards are targeted for intervention, those students who are consistently mastering benchmark standards receive additional enrichment.
- \*Students scoring Level 1 & 2 on the FCAT, below the 30th percentile on the SAT-10, or students demonstrating low performance and/who are struggling within the classroom receive supplemental inventions and CAMP Manatee an after-school tutorial program.
- \*In addition, students who aren't making mastery are offered after-school tutoring (through the America Reads program) and are also assisted through the regular-scheduled school day.

How will the effectiveness of the interventions be measured throughout the year?

- \*Weekly benchmarks, BAT-1 and BAT-2, Teacher Intervention are administered at different times throughout the year to monitor each student's progress.
- \*Based upon these results it will determine the students who have mastered the concepts being taught and if the interventions were a success of if new interventions need to be put into place.

**Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- \*3rd-5th grades are departmentalized in which students receive enrichment in each subject area during this time. Kindergarten students are enriched with an above level reading curriculum as well as with mathematics.
- \*Grade 1 and 2 students are placed into a high-achieving class based upon their mastery levels at the end of each school year.

Describe how students are identified for enrichment strategies.

- \*Students are identified based upon mastery on benchmark strategies, oral reading fluency and comprehension skills, as well as in the areas of mathematical facts, and scientific concepts.
- \*That instruction is provided above grade level and beyond. Yes, parents and students do have an input in this process.
- \*All grade levels 1st- 5th have a gifted high achieving self-contained class.

**Professional Learning Communities**

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Mathematics- (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair- Ms. Tinerino-Allen and Co-Chair- Ms. Ferioli	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	Organize mathematical competition for all grade level students. Focus on how to teach concepts and math facts within each grade level. Create lessons and present to all staff members. Agendas are provided and minutes are taken.
				Help maintain a safe and orderly

Safety & Discipline-(1 teacher from each grade level (Pre-K through 5) and a support staff member)	Chair- Mr. Krieling and Co-Chair- Ms. G. Stewart	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	atmosphere for all students, families, and staff members. Create plans and generate ideas to maintain an orderly environment. Plans are then shared with all staff members for input. Agendas are provided and minutes are taken.
Writing- (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair- Ms. Santiago and Co-Chair – Ms. J. Sanchez	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	Utilize the six traits of writing and incorporate them into school wide writing contests, which allow all students to participate. All contest ideas shared with staff members and input is encouraged. Agendas are provided and minutes are taken.
Reading- (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair – Ms. L. Walkowitz and Co-Chair- Ms. K. Helman	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	This committee works on new plans and generates ideas to increase reading fluency and comprehension, as well, as inference, main ideas, and details. This information is presented back to others. Agendas are provided and minutes are taken.
Science- (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair- Ms. D. Haltrecht and Co-Chair- Ms. D. Kunz	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	This committee studies the benchmarks in science, creates opportunities for students to participate in different science experiments and generate their own. They focus on science concepts and are begin with Earth/ Space Science. They prepare the science fair for parents to attend. Agendas are provided and minutes are taken.
Grants-(1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair- Ms. Gisele Bishop Co-Chair- Ms. E. Findlay Person	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	This committee works on locating grants that teachers can write to meet specific needs of their students within their classrooms. Agendas are provided and minutes are taken.
Technology- (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair-Mr. Ricketts and Co-Chair Ms. Habermann	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	This committee works on the technology needs of our schools. What computer programs are the best and how to utilize them within each classroom. They provide ideas to all staff members about the different types of technology that is available to all students. Agendas are provided and minutes are taken.
MultiCultural Committee-1 teacher from each grade level (Pre-K through 5th grade) and a support staff member)	Chair- Ms. Johnson and co-chair- Ms. Fuchs	Bi-Weekly	The 2nd and 4th Wednesday of every month after school.	This committee puts on programs & continues to promote all cultures within our school. Agendas are provided & minutes are taken.

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
**No Attached Notification of (School in Need of Improvement) SINI Status**

- Public School Choice with Transportation (CWT) Notification

**No Attached Public School Choice with Transportation (CWT) Notification**

- Notification of (School in Need of Improvement) SINI Status  
**No Attached Supplemental Educational Services (SES) Notification**

**Pre-School Transition**

\*Transitional meetings are scheduled between the preschool program (PLACE and Head-Start) and the elementary school for parents, students, and educators. In addition we have a school-based orientation for parents to retrieve information that will assist in a smooth transition for their child.

\*The ESE Specialist provides ongoing development, implementation, and monitoring of preschool programs and assessment systems for preschool children.

This is accomplished through:

- 1.) The involvement in the Sequenced Transition to Education in the Public Schools (STEPS) Project focusing on the transition of newly identified ESE preschoolers exiting from the Part C Early Steps.
- 2.) Participation in the Broward Early Learning Coalition to facilitate the inclusion of children with disabilities.
- 3.) The provision of technical assistance on national, state and local policies, procedures and compliance information related to ESE students.

\*The ESE specialist provides on-going staff development activities including developing and presenting workshops to teachers and paraprofessionals in the Preschool Learning Activities and Classroom Experience (PLACE) and Head start program.

Trainings include oral languages, emerging literacy skills, social skills, large and small group instruction, and outdoor play activity, building the developmentally appropriate learning foundation using the creative curriculum design.

\*We also do a Kindergarten Roundup/Orientation-where we invite all parents of preschool children to attend. Before school begins we do a kindergarten orientation that scheduled for all incoming kindergarten students, their parents, and teachers. First, the students are introduced to their teacher and then they are taken to their new kindergarten classroom. The students are then presented with the opportunity to meet with their kindergarten teacher while participating in a learning activity. While the students are meeting their teacher and learning about their new school environment the parents remain in the cafeteria where they learn about a few important rules and procedures of our school.

\*PTA speaks to the parents about the importance of school involvement. After the parent meeting, parents are escorted to their child's classroom for additional information provided by each individual teacher. The teachers provide them with informational packets of what's involved and how to prepare their child for kindergarten, they learn about the academic goals and expectations, information is provided them about parent/teacher conferences, and parent questions are answered. After the information session concludes, the students and parents are invited to take a tour of our school.

**Postsecondary Transition**

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

**Needs Assessment:** Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
75 % of our students in grades 3-5 scored at level 3 or above on the FCAT Reading SSS in March 2009.		78 % of our students in grades 3-5 will score at level 3 or above on the FCAT Reading SSS in March 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Small group instruction/ Double Dose instruction for our lower quartile students. Camp Manatee Program	Classroom Teachers and instructional staff.	Mini BATS 1 and 2 -Beep assessments	Treasures Inventory Test for (K-2) Harcourt Inventory test (Grades 3-5) IRI-Individual Reading Inventory
2	The use of Instructional Focus Calendars-Modify Curriculum	Classroom Teacher	BAT-1 & BAT -2	BAT Testing & Vertical Planning
3	Reading Incentive programs *Accelerated Reader, FCAT Explorer, Book It, Reading Across Broward	Classroom Teacher, Media Specialist	Student & parent feedback	Benchmark Assessment Results- Accelerated Reader progression and River Deep Articulation meetings

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In order to go from 60% - 66% in order to maintain AYP status and meet our students needs we will incorporate Learning Communities in reading.	The focus will be reading Interventions for our ELL and ESOL Students, as well as analyzing the data to establish additional curriculum areas that may require In-Service Training.	Reading Learning Community	Sept 24, 2009	Mini Bat Assessments Teacher Observations and classroom walk-throughs. Data Chats	Team Leaders

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

N/A

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Treasures Reading Materials-workbooks (McMillan, McGraw Hill), Harcourt Reading Materials	General Budget	\$2,000.00
		<b>Total: \$2,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Accelerated Reader, STAR, Riverdeep follow-up training, Compass Odyssey	General Budget	\$3,800.00
		<b>Total: \$3,800.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Differentiated Instruction trainings and workshops	Staff Development and training	\$1,500.00
		<b>Total: \$1,500.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
*Test prep materials school wide *CAMP Manatee	General Budget	\$2,500.00
		<b>Total: \$2,500.00</b>
		<b>Final Total: \$9,800.00</b>

*End of Reading Goal*

**Mathematics Goal**

**Needs Assessment:** Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
84% of our students in grades 3-5 scored at level 3 or above on the FCAT Mathematics SSS in March 2009.		87% of our students in grades 3-5 will score at level 3 or above on the FCAT Mathematics SSS in March 2010.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	K-5 Math Centers	Classroom teacher and administration	Analyzing the weekly BEEP assessments	District BAT Tests (2x a year). Analyzing and monitoring all data.
2	Small group	Classroom	Data Chats	Beep Tests

	instruction and Double Dose Instruction	teacher		following the Mathematics calendar
3	Weekly individual math drills generated by the math learning community.	Math Committee and Team Leader	Best Practices are shared amongst teams	School-wide Mini Benchmark Strand Test after each strand/benchmark Harcourt inventory test (1x a year)

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To support the instructional focus of the subject matter being taught and make sure the programs in place are meeting student's needs	Strategies that will incorporate Addition, subtraction, division and multiplication skills	The Mathematics Learning Committee	March 2010	Analyzing of data and through the weekly math facts drills	Classroom teacher and Math Committee

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Grades specific test specification trainings	Staff Development	\$1,500.00
<b>Total: \$1,500.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Math workbooks grades K-5	Instructional Materials	\$2,500.00
<b>Total: \$2,500.00</b>		
<b>Final Total: \$4,000.00</b>		

*End of Mathematics Goal*

**Science Goal**

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
46 % of our students in grade 5 scored at level 3 or above on the FCAT Science SSS in March	49% of our students in grade 5 will score at level 3 or above on the FCAT

2009.			Science SSS in March 2010.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Small Group Labs with hands-on science experiments & science centers.	Classroom Teacher	BEEP Test	Grade level pre-test, mid-test, and post-test created from the FCAT dallies.
2	Instructional Focus Calendar	Curriculum Specialist	Grade level pretest, mid-test, and post-test.	Write Score Science Assessments
3	Departmentalization Of Science.	Team Leader	Write Score Science Assessments	Beep testing and the monitoring of data after each science benchmark in 5th grade

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The integration of science state specifications into the PREK though 5th grade classroom.	Computation and Critical Thinking skills.	Science Learning Community Team	October 22, 2009	Classroom Walk-throughs and Sharing of Best Practices	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
*Curriculum Maps Lesson for Daily Instruction *Science maps Hands-on Science Kits K-12	Instructional Materials	\$2,000.00
		<b>Total: \$2,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Write Score workbooks and materials	General Budget	\$2,500.00
		<b>Total: \$2,500.00</b>
		<b>Final Total: \$4,500.00</b>

*End of Science Goal*

**Writing Goal**

**Needs Assessment:**

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
98 % of our students in 4th grade scored at level 3.5 and above on the FCAT Writing Test in March 2009.		99% of our students in 4th grade will score at level 3.5 and above on the FCAT Writing Test in March 2010.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Small Group Instruction	Classroom Teacher	Score and analyze data from twice monthly student prompts	Twice monthly (August-February 2009-2010) Student prompts (Expository and Narrative) are scored using the 6 Traits writing rubric (Process).
2	Department alization of Writing/Language Arts	Team Leader	Data Chats	Expository benchmark Evaluation Pretest-September 2009 and Post-Test in November 2009.
3	Pull-out program with writing coach	Curriculum Specialist	Broward County Writing assessment	Narrative Benchmark Evaluation pretest in December 2009 and Post-test in February 2010.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
92 % of our students in 4th grade scored at level 4.0 and above on the FCAT Writing Test in March 2009.		95 % of our students in 4th grade will score at level 4.0 and above on the FCAT Writing Test in March 2010.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Small Group Instruction	Classroom Teacher	Score and analyze data from twice monthly student prompts	Twice monthly (August-February 2009-2010) Student prompts (Expository and Narrative) are scored using the 6 Traits writing rubric (Process).
2	Departmentalization of Writing/ Language Arts	Team Leader	Data Chats	Expository benchmark Evaluation Pretest-September 2009 and Post-Test in November 2009.
3	Pull-out program with writing coach	Curriculum Specialist	Broward County Writing assessment	Narrative Benchmark Evaluation pretest in December 2009 and Posttest in February 2010.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Pre-K through 3rd grade will grasp the concepts of the six traits of the writing process.	Six Traits of Writing Workshop	Writing Coach	September 2009	Monthly writing samples	Writing Coach

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
6 Traits Writing Workshop Preparation for the Florida Writes	Staff Development	\$3,000.00
<b>Total: \$3,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$3,000.00</b>		

*End of Science Goal*

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of parents participated in parent educational activities supporting their children's education.		85% of parents will participate in parent educational activities supporting their children's education.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Invite parents to all school functions via telephone,	Team Leaders	Surveys for input as to what went well and what could be	Sign-in Sheets @ Title I Parent Involvement Activities,

	newsletters, parent links, etc.		changed	Attendance @ parent School based Meetings
2	Provide parents and the community with advanced notice of all educational workshops and functions so that parents will be able to schedule accordingly.	Administration	Parent Surveys- for input as to what went well and what could be changed. Needs Assessment	Agendas will be provided for all event functions and available to parents.
3	Monthly Title I meetings and community forums are held.	Title I Chair & Co-Chairs	Parents will be asked to evaluate our workshops and meetings.	Broward County District Customer Survey

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To increase parent involvement at school functions and community events.	Strategies for parents to use @ home with their children and how to become more involved within the school.	Title I Chair and Co-Chair	February 2010	Based upon the sign-in sheets from all school functions and events.	Title I Chair and Co-chair

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Educational materials for each grade level, educational supplies. Trainings	Accountability	\$6,200.00
<b>Total: \$6,200.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$6,200.00</b>		

End of **Parent Involvement** Goal

**Other Goals**

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures Reading Materials-workbooks (McMillan, McGraw Hill), Harcourt Reading Materials	General Budget	\$2,000.00
Mathematics	No Data	No data	\$0.00
Writing	No data	No data	\$0.00
Science	*Curriculum Maps Lesson for Daily Instruction *Science maps Hands-on Science Kits K-12	Instructional Materials	\$2,000.00
Parental Involvement	No data	No data	\$0.00
			<b>Total: \$4,000.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader, STAR, Riverdeep follow-up training, Compass Odyssey	General Budget	\$3,800.00
Mathematics	No Data	No Data	\$0.00
Writing	No data	No data	\$0.00
Science	No data	No data	\$0.00
Parental Involvement	No data	No data	\$0.00
			<b>Total: \$3,800.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction trainings and workshops	Staff Development and training	\$1,500.00
Mathematics	Grades specific test specification trainings	Staff Development	\$1,500.00
Writing	6 Traits Writing Workshop Preparation for the Florida Writes	Staff Development	\$3,000.00
Science	No data	No data	\$0.00
Parental Involvement	Educational materials for each grade level, educational supplies. Trainings	Accountability	\$6,200.00
			<b>Total: \$12,200.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	*Test prep materials school wide *CAMP Manatee	General Budget	\$2,500.00
Mathematics	Math workbooks grades K-5	Instructional Materials	\$2,500.00
Writing	No data	No data	\$0.00
Science	Write Score workbooks and materials	General Budget	\$2,500.00
Parental Involvement	No data	No Data	\$0.00
			<b>Total: \$7,500.00</b>
			<b>Final Total: \$27,500.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

- Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
A+ Carnival for all students to attend in grades Prek-5th.	4250

Describe the Activities of the School Advisory Council for the Upcoming Year

- \*SAC monitors and oversees the implementation of the School Improvement plan.
- \*SAC will continue to meet once a month, making sure we do what's necessary to get our parents and members to attend.
- \*Miramar Elementary SAC team will continue to do a formative evaluation of the SIP to evaluate and summarize the percentages of each objective and the results of each action to make sure that the action has helped meet the objectives.
- \*The SAC team will revise and make recommendations for Actions, follow the SAC By-Laws, the District's SAC time-line, and all other tools listed on the District's website to complete the process of formative and summative evaluation.
- \*Our SAC team will continue to use the Broward County's Effective Schools Program; which is inclusive of the Seven correlates of Effective Schools, as well as The Eight Step Instructional Process, and the Nine High Yield Strategies.
- \*Classroom walk-through, A Framework for Understanding Poverty, and Champs will be used as additional actions taken to meet the needs of our students. SAC will monitor to see if the strategies are being used and how effective they are.

## SAC Members

### Members

- 1) Philip Bullock, Principal
- 2) Ilona Tinerino, SAC Chair
- 3) Ricardo Ricketts, SAC Chair
- 4) Jacqueline McDonald, Teacher
- 5) Darline Pierre, Teacher
- 6) Gisele Bishop, Teacher
- 7) Carolyn Anderson, Teacher
- 8) Georgina Habermann, Teacher
- 9) Johnny Louis, Parent
- 10) Jean Janvier, Parent
- 11) Caline Jean, Parent
- 12) Guido Avendano, Parent
- 13) Sandra Avendano, Parent
- 14) Beverly Bromfeld, Parent
- 15) Cassandra Roberts, Parent
- 16) Curtis Sweet, Parent
- 17) Ramona Venuto, Parent
- 18) Darryl Washington, Community Member
- 19) Samantha Julien, Community Member
- 20) Nahomie Lewis Jeune, Community Member

21) Barbara France, Community Member

22) Apanthe Hyppolite, Community Member

23) Mary Boles, School Support Personnel

24) Denise Haltretch, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR ELEMENTARY SCHOOL 0531													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 429		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	71	Y	81	Y			Y			NA	39	29	NA	22	19	NA	76	NA	80	NA			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	100	Y	100	Y	72	Y	81	Y			Y			NA	37	28	NA	23	19	NA	75	NA	80	NA			
HISPANIC	100	Y	100	Y	68	Y	80	Y			Y			NA	43	32	NA	22	20	NA	74	NA	78	NA			
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	81	Y			Y			NA	41	30	NA	23	19	NA	76	NA	80	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	60	N	70	Y	90		Y			NA	51	40	Y	34	30	NA	69	NA	71	NA			
STUDENTS WITH DISABILITIES	99	Y	100	Y		NA		NA			NA			NA													

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR ELEMENTARY SCHOOL 0531													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 405		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	61	Y	78	Y			Y			NA	33	39	NA	24	22	NA	63	NA	79	NA			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	100	Y	100	Y	63	Y	77	Y			Y			NA	32	37	NA	23	23	NA	62	NA	79	NA			
HISPANIC	100	Y	100	Y	57	N	78	Y			Y			NA	33	43	N	24	22	NA	63	Y	80	NA			
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	77	Y			Y			NA	34	41	NA	25	23	NA	62	NA	78	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	49	N	66	Y	93	90	Y			NA	43	51	N	34	34	NA	53	N	72	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA													

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR ELEMENTARY SCHOOL 0531													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 391		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	67	Y	76	Y			Y			NA	40	35	NA	29	24	NA	65	NA	77	NA			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	100	Y	100	Y	68	Y	77	Y			Y			NA	42	34	NA	30	23	NA	66	NA	76	NA			
HISPANIC	99	Y	99	Y	67	Y	76	Y	90		Y			NA	36	35	NA	29	24	NA	67	NA	79	NA			
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	75	Y	94		Y			NA	40	36	NA	31	25	NA	65	NA	77	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	57	Y	66	Y			93			NA	50	NA	NA	41	34	NA	60	NA	76	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA													

## SCHOOL GRADE DATA

Broward School District MIRAMAR ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	75%	84%	98%	50%	307
<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
<b>% of Students Making Learning Gains</b>	72%	72%			144
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	66% (YES)	76% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					593	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District MIRAMAR ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	66%	83%	99%	27%	275	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	64%	77%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)	70% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					544	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District MIRAMAR ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	72%	80%	97%	27%	276	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	68%	73%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	55% (YES)	77% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested