

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MIRAMAR HIGH SCHOOL

District Name: Broward

Principal: Deborah Davey

SAC Chair: Melissa Sirin

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-10-2009

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VISION and MISSION STATEMENTS

Vision

The vision of Miramar High School is to establish a community of life-long learners to facilitate student excellence in academics, athletics, and extra curricular activities in a high tech environment.

Mission Statement

Home of the International Baccalaureate and Aviation magnet programs, Miramar High School will provide a strong foundation for students to reach their ultimate potential through comprehensive curricula, rigorous standards, and comprehensive assessments. The educational standards at Miramar High School will foster cultural awareness and understanding so that graduates will be compassionate and independent thinkers in an emerging global society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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Miramar High School opened its doors to the community in 1970. A large majority of the student population reflected the predominately white population in the community at the time. Upon the influx of Hispanic and Caribbean families into the city of Miramar around 1990, the school's demographics shifted to a more culturally diverse population. Over 50% of our students receive free or reduced lunch and approximately 30 school buses transport students to the school. Miramar High is a magnet school for the International Baccalaureate and Aviation Programs.

Unique School Strengths for Next Year

Strong staff collegiality
Increased school pride among school and staff
Focus on technology integration in all subjects
Advancement of career and technical course programs

Unique School Weaknesses for Next Year

High student poverty
Surplused teachers and staff
Students relocating to other areas
Lack of adequate funding for supplies and material

Student Demographics

Student Demographics

Female Male Total
White 45 54 99
Black 1091 954 2045

Hispanic 224 227 451
 Asian 53 41 94
 Native 3 3 6
 Multi 22 40 62

 2757

Student Attendance Rates

August 2008 – 96.7% January 2009 – 95.2%
 September 2008 – 92.9% February 2009 – 91.5%
 October 2008 - 91.3% March 2009 – 92.6%
 November 2008 – 91.7% April 2009 – 89.6%
 December 2008 – 90.8 May 2009 – 90.6%

Student Mobility

Miramar High School has approximately 2600 students from the cities of Miramar and Hallandale, as well as other cities in the south area due to its magnet IB and Aviation programs. Students feed into Miramar from Perry Middle School and New Renaissance Middle School.

Student Suspension Rates

3.9%

Student Retention Rates

6.2%

Class Size

The average class size for core subject area courses is 24 students. The average class size for elective courses is 31 students.

Academic Performance of Feeder Pattern

A.C. Perry Middle School
 School grade 2008-2009 - A

 New Renaissance Middle School
 School Grade 2008-2009 - B

Partnerships and Grants

Tropical Financial, Eastern Financial, City of Miramar partnerships and Perkins Grant

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	Deborah Davey	BA History MS Educational Leadership	4	9	2008-2009 Grade C, AYP 82% FCAT: Rdg Mastery 36%, Rdg Learning Gains 53%, Struggling Readers 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Students learning Gains 76%, Science 27%, Writing 88% 2007-2008 Grade C, AYP 74%, FCAT: Rdg Mastery 32%, Rdg Learning Gains 48%, Struggling Readers 52%, Math Mastery 63%, Math Learning Gains 76%, Struggling Students learning Gains 76%, Science 27%, Writing 85% 2006-2007 Grade C, AYP 72%
Assis Principal	Brian Faso	Nova Southeastern University, MA	5	5	2008-2009 Grade C, AYP 82% FCAT: Rdg Mastery 36%, Rdg Learning Gains 53%, Struggling Readers 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Students learning Gains 76%, Science 27%, Writing 88% 2007-2008 Grade C, AYP 74%,

		Educational Leadership			FCAT: Rdg Mastery 32%, Rdg Learning Gains 48%, Struggling Readers 52%, Math Mastery 63%, Math Learning Gains 76%, Struggling Students learning Gains 76%, Science 27%, Writing 85% 2006-2007 Grade C, AYP 72%
Assis Principal	Pamela Carroll	BA - English MS - Computer Education/Gifted Certifications - Educational Leadership & English 6-12 Endorsements - Gifted & ESOL	17	16	2008-2009 Grade C, AYP 82% FCAT: Rdg Mastery 36%, Rdg Learning Gains 53%, Struggling Readers 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Students learning Gains 76%, Science 27%, Writing 88% 2007-2008 Grade C, AYP 74%, FCAT: Rdg Mastery 32%, Rdg Learning Gains 48%, Struggling Readers 52%, Math Mastery 63%, Math Learning Gains 76%, Struggling Students learning Gains 76%, Science 27%, Writing 85% 2006-2007 Grade C, AYP 72%
Assis Principal	Darius Saunders	BA University of Tampa M. Ed. from Nova Southeastern University	6	6	2008-2009 Grade C, AYP 82% FCAT: Rdg Mastery 36%, Rdg Learning Gains 53%, Struggling Readers 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Students learning Gains 76%, Science 27%, Writing 88% 2007-2008 Grade C, AYP 74%, FCAT: Rdg Mastery 32%, Rdg Learning Gains 48%, Struggling Readers 52%, Math Mastery 63%, Math Learning Gains 76%, Struggling Students learning Gains 76%, Science 27%, Writing 85% 2006-2007 Grade C, AYP 72%
Assis Principal	John Murray	Master's Degree in Educational Leadership/ Bachelor's in Education/Certified in 6-12 Mathematics and PE	14	3	Supervised the Mathematics Department for the last 3 years. The % making gains were 70% in 2005, 74% in 2006, 77% in 2007 and 82% in 2008. The % proficient was 59% in 2006, 63% in 2007 and 71% in 2008. The % making gains in the lowest quartile was 76% in 2007 and 2008. Developed mentor program by peers and teachers based on AYP subgroups.
Assis Principal	Rhonda Stephanik	BA - Spanish MS - Spanish EDS - Educational Leadership	1	1	2008-2009 Grade C, AYP 82% FCAT: Rdg Mastery 36%, Rdg Learning Gains 53%, Struggling Readers 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Students learning Gains 76%, Science 27%, Writing 88% 2007-2008 Grade A, AYP 79%, FCAT: Rdg Mastery 52%, Rdg Learning Gains 57%, Struggling Readers 50%, Math Mastery 80%, Math Learning Gains 77%, Struggling Students learning Gains 67%, Science 43%, Writing 91% 2006-2007 Grade C, AYP 72%

* 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 *
Science	Jorge Guerrero	B.S. Cellular & Molecular M.S. Biomedical Sciences Temporary in Chemistry	1	1	N/A
Reading	Kristine Malegni	B.S. English Education M.Ed. Curriculum & Instruction	4	2	Coral Springs HS School Grade B
	Jasmin Beckford-Johnson	B.A. Guidance and Counseling M.S. Reading			School Grade C
	Sabine Louidor-Fraser	B.S. English M.S. Reading			School Grade C
		B.S. Management Information Systems			

Mathematics	Catherine Powell	MBA-Management 6-12 Mathematics Certification ESOL Certification Content Area	5	1	2008-2009 School Grade C 2007-2008 School Grade C 2006-2007 School Grade C
English/Writing	Lauren Turner	B.A. English and Comparative Religious Studies Certified English grades 6-12 ESOL Endorsed	3	1	School Grade C

* 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)
Experience Broward Recruiting Fair	Brian Faso	8/16/09	
NESS – New Educator Support System	Claudia Bostwick	6/1/2010	
Staff Recognition Committee	Melissa Sirin	6/1/2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
William Coleman	Except.Ed. (non-grade)	ESE Eng., Math, SS & Health & Safety	Seeking subject area certification k-6
Valeria Sanctious	Spec. VE & ESE	Funct. Life Skills, Math & Reading	Seeking subject area certification k-6
Pascale Atouriste	Spec. VE	Fucnt. Living Comm. Skills, Life Skills Reading & Math, Career Ed., Health & Safety	Seeking subject area certification k-6
Dwayne Crutchley	Social Sciences	AP Human Geography	Seeking passing score on subject area test
Jonathan Plummer	Social Science	World History	Seeking passing score on subject area test

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
163	2	35	41	17	22	89	13	1	79

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Janette Juteau	Lauren Turner	new teacher with department chair	New Educator Support System (NESS)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

3 Instructional Facilitators (IF)

3 Additional teachers
Professional development for staff
Parent Involvement Program

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Provides for additional instruction for struggling students.

Violence Prevention Programs

SOAR
Silence Hurts
Youth Crime Watch

Promotes a safe and secure learning environment

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Miramar High Community School
Provides co-enrollment high school courses & GED

Career and Technical Education

Supported by career, technical, and adult education for Allied Arts programs.

Job Training

Marketing Co-op OJT
Allied Health Assistance

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership team is made up of department chair, administrators, academic coaches and professional development chairs.

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

The RtI Leadership Team functions as a whole-group decision making unit. Meetings are held on the first and third Wednesday of each month and are held in an informal setting and process.

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

The RtI Leadership Team's role in the development and implementation of the school improvement plan lies within its role to review, discuss, and plan innovative ways to incorporate the objectives set forth within the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

DART model

Describe the plan to train staff on RtI.

The administration will introduce the faculty to RtI. Then the leadership team will be trained in RtI and train their respective departments and assist with its implementation.

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?

Science

The strengths and weaknesses from FCAT science data are noted in Hispanic and Black students.

Mathematics

Based on the 2008-2009 FCAT Math AYP data, subgroups achieving mastery include Hispanic. The subgroups not achieving mastery include Black, Economically Disadvantaged, and Students with Disabilities.

Reading

The identified strengths and weaknesses from FCAT data are noted in the increase of learning gains among the AYP subgroups.

Writing

Based on the 2008-2009 FCAT Writing Scores, areas of strength include achieving mastery among several AYP subgroups including Black, Hispanic, and Economically Disadvantaged students. The areas of weakness identified include lack of mastery among the ELL and Student with Disabilities subgroups.

Instructional Calendar Development

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

Science

Based on Instructional Focus Calendar for 11th grade, the benchmark will be reviewed each week on FCAT prep Mondays. Mini-assessments will be given every two weeks

Math

Provided by the district on July 15 for content areas including 9th and 10th grade for Pre-Algebra, Algebra IA, Algebra IB, Algebra I, Algebra I Honors, Intensive 10, Liberal Arts, Informal Geometry, Geometry & Geometry Honors
During pre-planning week of August 17, all math teachers will review and discuss implementation of the district produced math instructional focus calendar
Instructional focus calendar for FCAT mini-lessons and mini-assessments provided Math Department Chair, and will be implemented 9/1/09 - 3/8/10
Mini-lessons will be given daily during the first 20 minutes of class focusing on one math strand bi-weekly
Mini-assessments will be given bi-weekly and data will be consolidated by the Math Coach

Reading

Identify the reading Benchmarks required for success on the FCAT.
Based on the Instructional focus calendar, the Instructional Benchmark will be reviewed at the beginning of each reading class.
Bi-Weekly assessment will be administered as determined by the instructional focus calendar.

Writing

10th grade writing teachers will meet on 8/17/09 to review and discuss the implementation of the writing instructional focus. The Writing Coach will monitor the implementation throughout the course of the school year.
The Instructional Focus Calendar for 10th grade will cover all areas assessed by the FCAT Writing Test and incorporate the Six Traits of Writing. The Writing Coach will develop the calendar based on prior year data.
10th grade World History teachers will give a monthly essay prompt assessed according to the FCAT rubric
10th grade English teachers will give bi-weekly writing prompts assessed according to the FCAT and Six Traits rubrics.

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

Writing

Focus for instruction will be based on the results of the bi-weekly essays, Diagnostic, and Mid-Year Assessments. Specifically, Focus will be placed on organization, words choice and the use of context clues, paraphrasing and summarizing that will aid in writing and supplement reading strategies.
Focus will be placed for expository essays on fully relevant support for a thesis.
Focus will be placed on understanding of and the use of rhetoric and support in persuasive writing.

Science

Based on the deficiencies of prior year's results for 11th grade
Benchmarks emphasized on FCAT in core subjects
Based on data from bi-weekly assessments

Mathematics

Benchmark priority focus will be based on prior year FCAT data
All benchmarks will be retaught throughout the year prior to FCAT testing

Reading

Benchmarks will be given priority based on students deficiencies according to previous years data (Cluster 3 Science/Cluster 4 Social Studies)

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

Writing

To ensure instruction is based on individual student's needs, 10th grade English teachers will review the bi-weekly essay prompt results and provide feedback. The Writing Coach will collect all data on a bi-weekly basis. 10th grade English teachers will continuously provide feedback based on bi-weekly essays, Diagnostic, and Mid-Year Assessments.

Science

Based on FCAT reading score levels
Co-teaching may be utilized by science coach to assist teachers to meet student needs

Mathematics

Math Coach will disseminate bi-weekly mini assessment data and provide feedback to encourage data discussions regarding areas of concern
Ensure teachers are using compass odyssey and other technology (including promethean boards) to assist with students learning path and achievement
Team teaching with Math Coach to assist students not meeting proficiency
Students in AYP groups not meeting proficiency will be pulled out of class for direct instruction with the Math Coach

Reading

Students will be placed for instruction according to their instructional needs and/or reading scores.

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

Writing

Students will have cross-curricular opportunities to write for a variety of purposes and utilize technological skills that will be relevant to future career plans.
Students will use information learned in core classes as "pools of knowledge/information" from which they can pull support for their essays in English classes.

Science

All science classes are applied and will incorporate discussion, exposure to scientific materials, demonstrations, and guest speakers.

Mathematics

All math classes will incorporate project based learning, interactive technology and real-world problem solving

Reading

All reading classes will incorporate discussion, role play, demonstrations, project based learning, and interactive technology components in to all lessons .

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?

Science

Students meet with guidance counselors for course selection after they decide an academic or career direction in school.
Students register for the courses of their choice with the guidance counselor

Math

Students participate in project based learning that could ultimately assist with academic and career goals
Students prior year performance in Math courses assists with teacher recommendations for more advanced Math courses during registration with guidance department

Reading

Students participate in project based learning and research assignments geared toward career development and selection.
Students select course based on personal interest and career choice.
Students complete academic/career based portfolios.

Writing

Students participate in project based learning geared toward career and technical writing for a variety of audiences and for a variety of purposes, yet following the standard organizational writing patterns.
Students will be given opportunities to research interests and projected career paths as a foundation for writing assignments.
Students maintain a working writing portfolio from which they can observe their personal writing progress and use their own writings as tools for mini-lessons, thereby authenticating student learning.

DO

Direct the Instructional Focus

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

Writing

Common lesson planning will occur bi-weekly in 10th grade English, 10th grade World History, and 9th Grade English.

Science

Horizontal teaming will occur during common planning and will include common lesson plans and common assessments and curriculum pacing.

Mathematics

Common curriculum map provided by the district utilizing Next Generation Standards
Common planning for 9th and 10th grade Math allows teachers to discuss curriculum pacing, FCAT data, instructional focus calendar and review common assessments

Reading

Instructional planning will occur during common planning.
Common lesson plans according to, and provided by the Hampton Edge Curriculum.
Common diagnostic and evaluation assessments will be administered across for 9th and 10th grade.

How are instructional focus lessons developed and delivered?

Writing

The sharing of best practices and common lesson planning will identify optimal instructional delivery.

Science

Diagnostic given at the beginning of the year, second week
Using data from prior year's results
Benchmarks emphasized on FCAT
Core subject benchmarks on FCAT

Mathematics

Common planning allows teachers to share best practices
Lessons will be delivered utilizing 100 minutes in the following manner
20 minute FCAT mini-lesson/mini assessment
30 minute teaching instruction with examples, demonstrations etc.
40 student activity (problem solving, cooperative learning groups and technology)
10 minute review

Reading

Instructional focus lessons will be developed to meet students instructional needs according to FACT results.
Instructional focus lessons are delivered in form of lectures, cooperative/small groups, direct instruction, and technology/virtual form.

How will instructional focus lessons be revised and monitored?

Writing

Diagnostic Essay given during the first week of school will be used as a baseline to identify students that have not achieved mastery.

Bi-weekly essays will give students an opportunity to achieve mastery of each specific standards as teachers will assess, provide feedback, and report data to the Writing coach.

Mid-year Essay will identify students that will need additional assistance.

Science

Using the every two weeks mini-assessments data

Science coach and Department chair will meet monthly with individual teachers to review for reteaching

Best Practices will be shared monthly in PLC's of science teachers

Classroom observations by science coach and department chair

Mathematics

Review data from FCAT mini-assessments, Benchmark Assessment Test I and II

Classroom observations by Math Coach

Ensure all assessments are formatted similar to FCAT type questions (multiple choice, gridded/short/extended response)

Monthly data discussions

Reading

Based on students scores on the Benchmark Assessment Test results, along with Edge Unit and Cluster test. Teachers will re-teach and retest accordingly.

Reading Coach and Department Chair will meet with teachers quarterly to discuss data and assessment

Classroom observations by Reading Coach and department Chair.

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.

Writing

Diagnostic Essay

Bi-weekly essays

Mid-Year Essay

Final FCAT Simulation

Science

Diagnostic test within the first two weeks of school

Mini-assessments on benchmark

Common chapter/unit assessments through subject areas

Alternative assessments

Mathematics

Mini-assessments

Benchmark Assessments I and II

Common chapter assessments for all subjects

Common midterm and final exams for all subjects

Reading

Diagnostic Exam

Pre/Mid/Post-Year Assessments

Benchmark Assessments

Unit/Cluster Assessments

Mini-Assessments

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

Writing

Diagnostic Essay will serve as a baseline to determine areas of proficiency and deficiency.

Bi-weekly assessments will measure mastery of specific standards.

Mid-Year Essay will measure overall proficiency.

Final FCAT Simulation will determine possible results on the FCAT Writing Test.

Science

Students answer correctly the benchmark questions with a 80% or above will be considered mastery

Students answer correctly the benchmark questions with less than a 80% will be not reach mastery and will need reteaching

of the benchmark

Mathematics

Bi-weekly assessments will be use to determine student mastery
Compass Odyssey will also be used to determine student mastery for Intensive students

Reading

Bi-Weekly assessments with scores less than 80% will not be considered as reaching mastery.
Students scoring below 80% will be considered for re-teaching component of the edge program

Maintenance

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

Science

After the mini-assessments, the FCAT coach will do pullouts and work with students
FCAT camp will be available on Saturdays
Tutoring will be available after school from teachers

Mathematics

The instructional focus calendar will be developed by the district
Mini-assessments and Benchmark Assessments are part of the Math department's curriculum to determine students needs and proficiency/mastery

Reading

The focus calendar will be developed based on the needs of the students as shown from the results of the 2009 FCAT scores.
It will be restructured after the results of the Benchmark Assessment test results are published, around December 2009

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.

Science

After the diagnostic, subject area teachers will meet to view results and revise the Instructional Focus Calendar
Subject area teachers will meet to decide strategies to reteach, if benchmarks are not being mastered across the curriculum
FCAT coach and Department chair will meet with each teacher individually to review their assessments and go over modifications

Mathematics

Collectively and monthly review mini-assessment data to identify strategies that would assist with student proficiency
Evaluate Benchmark Assessment Test data to identify proficiency and weaknesses that require re-teaching
Math Coach will meet will all teachers to assist with student mastery, discuss best practices and alternative strategies that would enhance student achievement with the use of cooperative learning groups and implementation of technology

Reading

Evaluate Benchmark Assessment Test results and identify students level of proficiency and deficient areas.
Evaluate students Mini assessment from EDGE Unit and Cluster tests.
Evaluate Mini assessments from Florida Achieves technology component.
- Teams will review the progress on a monthly basis to identify students' deficiencies.
- Teachers will meet during common planning Bi-weekly to discuss and formulate re-reaching interventions and strategies.
- Department Chair and/or Reading Coach will meet with each teacher individually to review their assessment and discuss various intervention strategies.

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.

Principal and schools leaders will gather and analyze data monthly to direct the course of instruction by implementing the School-wide Florida Continuous Improvement Model.

ACT

Supplemental and Intensive Instruction/Interventions

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

Science

FCAT science coach will assist teachers with reteaching strategies and utilizing supplemental resources.

Math

Coach will assist all math teachers with reteaching strategies, best practices and team teaching

Reading

Coach will assist all core and reading teachers with intervention strategies.

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

Science

Based on the student data the science coach will assist teachers with reteaching strategies and will conduct pullouts with students who have not achieved mastery.

Math

Based on prior year FCAT, mini-assessments, BAT I & II, and curriculum assessment data, teachers will discuss best practices to enhance achievement level and the math coach will conduct pullouts with AYP groups not achieving mastery

Reading

Based on formal assessments and bi-weekly data the reading coach will conduct pullouts with students that have been identified as deficient in several targeted areas and have not achieved mastery.

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

Teacher surveys, student test data, school scores, observations, PGPs

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

Science

All students will receive instruction; those not achieving mastery will receive additional remediation via pullouts.

Math

All students will receive intensive math instruction and remediation will be implemented and available for students not achieving mastery. After school tutoring, Extended/Saturday camp and pull-outs will be available for these students.

Reading

All students will be given intensive, direct instruction and remediation will be implemented for those students not making 80% or above on bi-weekly assessments.

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

Science

The data assessments will be reviewed and analyzed by the department chair and science coach.

Math

Data from FCAT mini-assessments, BAT I & II and curriculum assessments will be consolidated for comparison by grade and content area by department chair/math coach.

Reading

Data will be desegregated by department chair and reading coach.

Enrichment

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

Teachers will use a variety of instructional delivery methods including, but not limited to, technology (Promethean Boards, Elmos, LCD projectors, Powerpoint presentations etc.), cooperative grouping and differentiated instruction. Regarding targeted students, we will do push-ins, tutoring after school, Saturday Extended learning Camp, peer and teacher mentoring. Also, ESE support facilitation in reading classes.

Describe how students are identified for enrichment strategies.

Students were identified in 10th grade by their reading score. In '07 - '08, we noticed that 40% (100 students) of our level 3's dropped in reading. In 08-09, we identified who these students were to make sure we gave them the reading strategies they needed. The lowest 40% of the level 3 readers were targeted. Each was given a teacher coach. They also received additional support in their core subjects. For instance, Social Studies targeted reference and research, Science focused on cause and effect, English targeted main idea.

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Science By subject	Science Coach	Once every two weeks	During common planning	Creation of common lesson plans, common assessments, and analyzing the data Sharing best practices
Mathematics 9th Grade 10th Grade 11th Grade Retakes 12th Grade Retakes	Math Coach	Bi-monthly	Common Planning and Professional Study Sessions	Common lesson planning, data analysis, professional development, and sharing best practices
Writing 10th Grade English 9th Grade English 10th Grade World History	Writing Coach 10th Grade Team Leader 9th Grade Team Leader	Bi-weekly	During common planning and scheduled Professional Study Sessions	Common lesson planning, data analysis, professional development, and sharing best practices
Reading 9th grade reading 10th grade reading 11th and 12th grade reading Support facilitators Media Specialist	Reading Coach Title I Reading Coach Reading Department Chair	2x/month	During common planning and scheduled Professional Study Sessions	Common lesson planning, data analysis, professional development, and sharing best practices

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

N/A

Postsecondary Transition

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

We encourage students to take AP, IB, or Dual Enrollment classes by having the teachers discuss these courses with their classes and encouraging students to take challenging courses, as well as having each student speak with a guidance counselor regarding postsecondary plans. This includes sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

-All 10th grade students will take the PSAT

-All students will be evaluated using the AP Potential Reports for proper placement

-11th Grade students will take the CPT exam and areas of weakness will be addressed

-11th and 12th grades students are highly encouraged to take the ACT and SAT exams

-ACT/SAT prep will be offered as enrichment classes during our Saturday Extended Learning Camp Program

-The BRACE Advisor will host a career day with specific post-secondary and professional organizations for students in the respective career academy fields

-A Parent University night will be held on campus to educate parents of 12th graders about scholarships, financial aid, application processes for post-secondary institutions, advanced placement, dual enrollment, and all graduation requirements.

-The BRACE Advisor keeps a database tracking all senior contacts to be sure students are informed and have been in the BRACE office at least once to get information on financial aid, scholarships, applications, waivers for SAT and ACT, and more.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 37 % of students were proficient in reading.		For 2009-2010, 42% of students will be proficient in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in novel study and frequent fluency activities	Reading Coach	Classroom Walk Through Lesson Plan Review	Master Schedule E-Assessment
2	9th and 10th grade students will participate in 90 minute instructional blocks	Reading Coach	Classroom Walk Through Virtual Counselor	Master Schedule FCAT Results DAR/Fluency
3	11th and 12th grade non-proficient students will participate in single blocked 90 minute instructional blocks	Reading Coach	Virtual Counselor Data Chat	Master Schedule FCAT Results

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 36% of minority subgroup students were proficient in reading.		All subgroups not making proficiency will increase proficiency by 10% in order to attain Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in Accelerated Reader by reading a minimum of 4 AR books/quarter.	Reading Department Chair English Department Chair Media Center Specialist	Florida Continuous Improvement Model	Accelerated Reader quarterly reports
2	Students will utilize ebooks as a learning supplement.	Reading Department Chair English Department Chair Media Center Specialist	Florida Continuous Improvement Model	Media Center quarterly circulation reports
3	Students will use Compass Odyssey and/or FCAT Explorer 2x per week for 30mins.	Reading Department Chair English Department Chair Media Center Specialist	Florida Continuous Improvement Model	Compass Odyssey reports FCAT Explorer reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 33% of Students with Disabilities and		Students with Disabilities and English Language Learners		

English Language Learners were proficient in reading.		will increase proficiency by 10% in order to attain Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students with Disabilities will receive assistance from a support facilitator in their reading class.	ESE Specialist	Florida Continuous Improvement Model	Support facilitators weekly logs
2	English Language Learners will be targeted for Extended Learning Opportunities after school and on Saturdays.	English Department Chair	Florida Continuous Improvement Model	Tutoring and Saturday Camp attendance logs.
3	Students with Disabilities and English Language Learners will be targeted for participation in Reading Across Broward and membership in the Just Read, Patriots! literacy campaign.	Literacy Leadership Team	Florida Continuous Improvement Model	Reading Across Broward logs Just Read, Patriots! attendance rosters

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 37% of students were proficient in reading.		Students will increase in Cluster 3 by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science teachers will participate in adopt-a-cluster for Cluster 3.	Reading Coach Reading Administrator	Florida Continuous Improvement Model	Mini-assessment data BAT I and II data
2	Science teachers will conduct mini-lessons in reading as related to science content.	Reading Coach Reading Administrator Science Department Chair Science Administrator	Florida Continuous Improvement Model	Mini-assessment data BAT I and II data
3	Students will participate in mini-assessments in 10th grade World History and 9th grade English every two weeks.	Reading Coach	Florida Continuous Improvement Model	Mini-assessment data
4	Students will participate in FCAT Prep lessons including Short and Extended Response practice.	Reading Coach	Florida Continuous Improvement Model	Mini-Assessment Data BAT 1 and II Assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 37% of students were proficient in reading.		Students will increase in Cluster 4 by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Social Studies teachers will participate in adopt-a-Cluster for Cluster 4.	Reading Coach Reading Administrator	Florida Continuous Improvement Model	Mini-assessment data BAT I and II data
2	Students will participate in mini-assessments in 10th grade World History and 9th grade English every two weeks.	Reading Coach	Florida Continuous Improvement Model	Mini-assessment data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All subgroups not proficient in reading will increase by 10% in order to attain Safe Harbor	Accelerated Reader	Media Specialist	Week of 8-17-09	Pull monthly AR reports	Reading Coach

All subgroups not proficient in reading will increase by 10% in order to attain Safe Harbor.	ebooks	Follett trainers	Week of 8-17-09	Pull monthly media circulation reports	Media Specialist Reading Coach
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Reading Coach will provide training to all teachers on the use of reading strategies within their curriculum during PLC sessions and in-house PD. This will be monitored by the Reading Coach and Administration via CWTs, formal and informal observations, data analysis, lesson plan monitoring, and conferencing. CRISS training will be available to all teachers who are not currently CRISS-trained. A school-wide IFC for reading will be implemented to address specific clusters. An adopt-a-cluster initiative will be implemented within subject areas.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
EDGE material	Title I	\$4,263.00
		Total: \$4,263.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS Training, Edge Training, FAIR Training, Coaches Training	Accountability	\$2,000.00
SBBC FCIM conference	Title I	\$10,188.00
Florida Reading Conference	Title I	\$2,883.00
Professional materials	Accountability	\$2,000.00
AP/IB training for language arts and social studies teachers	Title I	\$8,206.00
AP summer camp	Accountability	\$1,000.00
ASCD Conference	Title I	\$10,000.00
Empowering Reading Professional Development Sessions	Title I	\$3,810.00
Leadership Professional Development	Title I	\$1,200.00
		Total: \$41,287.00
Other		
Description of Resources	Funding Source	Available Amount
Educational materials	Accountability	\$5,955.00
Saturday Extended Learning Camp	Accountability	\$8,000.00
		Total: \$13,955.00
		Final Total: \$59,505.00

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?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 71% of students were proficient in Mathematics.		For 2009-2010, 74% of Total, Black and ED students will be proficient in mathematics		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students not meeting proficiency in Math will be placed in an Intensive Math/Pre-Algebra class as mandated by Broward Schools K-12 Math Plan.	Master Scheduler and Mathematics Coach	Florida Continuous Improvement Model	Master Schedule - Virtual Counselor
2	Students will work on daily FCAT mini-lessons covering one strand for 2 weeks during the first 20 minutes of class and take an FCAT mini assessment bi-weekly to determine proficiency and use Compass Odyssey for 30 minutes twice a week	Mathematics Coach	Classroom Walk Throughs	Mini- Assessment Data, Compass Odyssey Reports
3	Students will be invited to attend additional FCAT Math assistance via after school/lunch tutoring and extended learning camp, incentives will be provided from their math instructor.	Mathematics Coach	Florida Continuous Improvement Model	Mini- Assessment Data, Benchmark Assessment I and II
4	Students will utilize technology including but not limited to Compass Odyssey, Promethian boards, Geogebra, to enhance their comprehension of mathematical concepts	Mathematics Coach	Classroom Walk Throughs	Mini- Assessment Data, Benchmark Assessment I and II & Compass Odyssey Reports
5	Students in any Pre-Algebra, Algebra I or any Geometry course will participate in an environment with common instruction through use of district IFCs that will promote uniformity across the curriculum	Mathematics Coach	Classroom Walk Throughs	Common Assessments for Chapter Exams, midterms and final exams

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 45% of English Language Learners were proficient in Mathematics and 47% of Students with Disabilities were proficient in Mathematics		English Language Learners and Students with Disabilities will each increase proficiency by 10% in order to attain safe harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL and ESE students will work in cooperative learning groups that will facilitate peer & teacher assisted learning.	Math Coach	Classroom Walk Throughs & Team Teaching	Team teaching with Math Coach and other Math teachers
2	ELL & ESE students will utilize technology such as Geogebra and on-line textbook tutorials that can be converted into multiple languages.	Math Coach	Classroom Walk Throughs	Mini- Assessment Data Compass Odyssey
3	Students with Disabilities and English Language Learners will be targeted for pullouts by language and FCAT strand proficiency bi monthly	Math Coach	Team Teaching	Mini- Assessment Data Compass Odyssey
4	ELL students will be engage in specific strategies to include word walls and use of visuals to include	Math Coach	Classroom Walk Throughs	Mini/Common Assessment Data Compass Odyssey

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009 53% of 11th and 12th grade students retaking the FCAT Mathematics Assessment scored a level 3 or above on the FCAT.		In 2009-2010 58% of 11th and 12th grade students retaking the FCAT Mathematics Assessment will score a level 3 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	11th and 12th grade students who have not passed the FCAT Mathematics will be placed in an Intensive math class.	Master Scheduler	Florida Continuous Improvement Model	Master Schedule
2	Student will be required to take bi-weekly assessments use Compass Odyssey to determine progress, mastery and learning path	Math Coach	Florida Continuous Improvement Model	Mini- Assessment Data Compass Odyssey
3	Students will participate in project based learning and utilize technology software to enhance math comprehension	Math Coach	Florida Continuous Improvement Model	Common Content Assessment Data

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009 70% of the 11th and 12th graders taking the AP and IB exam for Mathematics score a level 3 or higher.		In 2009-2010 75% of the 11th and 12th graders taking the AP or IB exam for Mathematics will score a level 3 or higher on the AP or IB exam		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	11th and 12th graders who have earned an A in Algebra 2 or PreCalculus will be placed in an AP or IB math class	Master Scheduler	Florida Continuous Improvement Model	AP and IB exams
2	Students will sign-up and take the IB and AP exams.	Math Coach	Florida Continuous Improvement Model	AP and IB exams

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1, 2 and 3	Promethean Board Training & Connectivity	District Trainer/Media Specialist	8/17/09	Ensure mastery by teachers	Math Coach
1, 2 and 3	Compass Odyssey Training & Geogebra Training by Content Area	District Trainer/Media Specialist	September 24/October 23/November 12, 2009 October 2009	Observations, Compass Odyssey reports & to ensure teacher mastery	Math Coach
3 and 4	Teachers will utilize the continuous improvement cycle (for data analysis) for re-teaching, remediation, and enhancement of skills	Department Chair/ Math Coach	Bi-weekly	Observation and students scores on practice FCAT, AP and IB style exams.	Department Chair/Math Coach.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
TI-84 calculators	School budget	\$2,000.00
Total: \$2,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
FETC conference	Title I	\$14,000.00
AP/IB training	Title I	\$4,103.00
Total: \$18,103.00		
Other		
Description of Resources	Funding Source	Available Amount
Saturday Extended Learning Camp	Accountability	\$5,000.00
Total: \$5,000.00		
Final Total: \$25,103.00		

End of Mathematics Goal

Science Goal

Needs Assessment:	<p>Based on School Grade Data:</p> <p>Did the total percent proficient increase or was the percent proficient maintained?</p> <p>What clusters/strands showed decrease in proficiency?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of 11th grade students scored a level 3 or above on the FCAT Science Assessment.		34% of the 11th grade students will score level 3 or above on the FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 11th grade students will be engaged in Science prep Mondays to prepare and reinforce comprehension of Science concepts utilizing benchmark assessments until March. (Exception: Mondays that are holidays: 9/7, 9/28, 1/18, and 2/15. The preparations will take place on the following official school day.)	Science coach (Mr. J Guerrero)	Continuous improvement cycle using student scores on the benchmark assessments tools	Bi-weekly benchmark assessments FCAT Science Assessment
2	Students will utilize and master moderate to high difficulty questions throughout the curriculum to improve student comprehension of science content.	Department chair (Ms. L. Johnson)	Classroom assessments to include but not limited to: *tests *mini-assessments *rubrics on lab reports *rubrics on essays	Classroom assessments to include but not limited to: *tests *mini-assessments *rubrics on lab reports *rubrics on essays
3	Students will attend additional FCAT science preparation weekly Extended learning opportunities after school and on Saturdays	Extended learning opportunities after school and on Saturdays	FCAT benchmark assessments; FCAT science assessment	FCAT science assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of 11th grade students scored a level 3 or above on the FCAT Science Assessment		All science students (grades 9-12) will be exposed to real world interactions and applications of science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in	Science coach (Mr. J.	Laboratory reports;	Continuous improvement on

	laboratory activities, hands-on activities, and demonstrations	Guerrero)	observations	laboratory write-ups (via initiative: department-wide lab report template), test scores, and benchmark assessments.
2	Students will participate in activities concerning/leading to careers in science and engineering. Activities include but not limited to, discussions, exposure to scientific materials, demonstration, and guest speakers	Science coach (Mr. J. Guerrero)	Observations	Continuous improvement on test scores and benchmark assessments
3	Students grades 9 - 12 will utilize and master higher order questions/learning throughout the curriculum to improve student comprehension of science content	Department chair (Ms. L. Johnson)	classroom assessments to include but not limited to: *tests *mini-assessments *rubrics on lab reports *rubrics on essays	classroom assessments to include but not limited to: *tests *mini-assessments *rubrics on lab reports *rubrics on essays

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of 11th grade students scored a level 3 or above on the FCAT Science Assessment.		All 9th and 10th grade core science students will begin preparation for the FCAT in both reading and science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will take and show continuous improvement on common mid-year, end of year, and common Science department standardized assessments Common textbook and or computerized based assessments (with FCAT style questions embedded in assessments to improve and enhance student comprehension of science content)	Department chair (Ms. L. Johnson)	Students will show improvement after taking assessmentsto include but not limited to: *tests *mini-assessments *rubrics on essays	Mid-year, end of year and other assessments
2	Students will take and show continuous improvement on Science strand/benchmark items covering /based on the instructional focus calendar and benchmarks integral in course content	Department chair (Ms. L. Johnson)	The FCAT reading focus calendar strategies will be in the student work	Student work

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of 11th grade students scored a level 3 or above on the FCAT Science Assessment.		All science students will utilize appropriate technology to enhance their instruction and comprehension		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize technology including but not limited to *power point *educational CD *probeware/software for data collection & processing during labs *other selected software to increase and enhance their comprehension of science concepts	Science coach (Mr. J. Guerrero)	Continuous improvement on students presentations and classroom assessments	Classroom assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of 11th grade students scored a level 3 or		20% of students enrolled in science will take AP classes		

above on the FCAT Science Assessment.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be challenged with a rigorous curriculum preparing them for enrollment in AP classes.	Department chair (Ms. L. Johnson)	Students will sign up and take AP science classes.	AP exam

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1 and 3	Teachers will utilize the continuous improvement cycle (for data analysis) for re-teaching, remediation, and enhancement of skills	Department chair (Ms. L. Johnson) Science coach (Mr. J. Guerrero)	Twice a month	Observations Student improvement in scores on classroom assessments	Department chair Science coach
1 and 3	Teachers will utilize PLC's with common planning in order to create *common tests *quizzes *pre-tests *midterms *final exams Teachers will use time for *data chats *sharing *mentoring *sharing of best practices *common lesson plans that will be aligned to the format set forth by the leadership team.	Department chair (Ms. L. Johnson) Science coach (Mr. J. Guerrero) (Staff that has expertise in these areas)	Twice a month	Continuous improvement in scores on student classroom assessments	Department chair Science coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Technology Software	School Budget	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
AP/IB Subject Area Training	Title I	\$4,100.00
Tech Cafe / Technology Professional Development Sessions	Title I	\$3,000.00
McCrel training for Science Teachers	Title I	\$600.00
		Total: \$7,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,700.00

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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of ELL students improved performance in writing by 1%.		ELL students will improve performance in writing by 6%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL students will receive one-on-one instruction by an English classroom teacher: English teachers will conference with students to identify their individual writing needs and provide feedback as they progress.	English department head, writing coach and ESOL coordinator	Teacher conference notes and continuous assessment (s)	Bi-weekly benchmark assessments Mock writing tests FCAT and Six-Traits Rubric Florida Writes state exam
2	English teachers will implement peer editing as a classroom tool.	English department chair, writing coach	Peer conference with multiple drafts held in a working portfolio and teacher lesson plans.	Working student folders with multiple drafts
3	Rubrics and essay-writing graphic organizers will be modeled across content areas throughout the school year.	English department head, writing coach	Informal and formal assessments used throughout the school year in classes to make a determination of whether students meet state/district standards in writing.	Working student folders with multiple drafts
4	Word walls with new vocabulary words and pictures posted in the classrooms; Emphasis on morphemic analysis.	Small school assistant principals, reading coach and writing coach	Vocabulary mini-lessons and assessments using words in curriculum and classroom contexts.	Florida Writes state exam
5	Teachers and students will receive adequate support and use of all instructional initiatives.	Small school assistant principals	Monitoring logs between teacher, student and ESOL coordinator. PLC learning groups to share best practices with a reflection survey and inquiry on Portal.	Bi-weekly benchmark assessments
6	Teachers will disaggregate data to identify needs and sub-groups needing alternative assistance.	ESOL specialist, English department head and writing coach	Teacher data folder with interventions and student gains after interventions.	Working student folders with multiple drafts
7	Students will be given initial mock FCAT writing assessment to establish baseline data (September).	English department head, writing coach and small school assistant principal	Drafts of student writing in working portfolios. Teacher data disaggregation to identify student writing needs, and proposed mini lessons based on identified needs.	Working student folders with multiple drafts Florida Writes state exam
8	Teacher will use differentiated instruction through vocabulary organizers such as VIS charts for vocabulary and scaffolding frames for essay writing.	Department heads and small school assistant principal	Monitoring of teacher lesson plans for differentiated instruction Data for student progress on vocabulary mini-lessons and assessments	Working student folders with multiple drafts Florida Writes state exam Bi-weekly benchmark assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of ESE students improved performance in writing by 1%.		ESE students will improve performance in writing by 7%.		
	Action Step	Person Responsible for Monitoring the	Process Used to Determine Effectiveness	Evaluation Tool

		Action Step	of Action Step	
1	ESE students will receive one-on-one instruction by an English classroom teacher: English teachers will conference with students to identify their individual writing needs and provide feedback as they progress.	English department head, writing coach, and ESE support facilitator per grade level	Teacher conference notes	Mock Florida Writes assessment(s) Florida Writes state exam
2	English teachers will implement peer editing as a classroom tool.	English department head and writing coach	Student conference notes/drafts, mini-assessments and working student folders.	Mock Florida Writes assessment(s) Florida Writes state exam
3	Teachers will effectively use differentiated instruction in their writing lessons.	English department head, writing coach and small school assistant principal	Teacher's lesson plans based on student data of subgroups Formal and informal assessments testing pre-identified mini-lessons based on data.	Mock Florida Writes assessment(s) Florida Writes state exam
4	English teachers will use student essays that have errors in organization, focus and support as a tool to teach students how to make necessary changes to their writing.	English department head and writing coach	Drafts of student writing in working portfolios	Mock Florida Writes assessment(s) Florida Writes state exam
5	English teachers will base writing exercises culturally diverse literature and prompts, lesson themes.	English department head and writing coach	Student writing for mock essay prompts and mini-assessments	Mock Florida Writes assessment(s) Florida Writes state exam

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
72.2% percent of students scored above cutoff score in Writing on Common Placement Standardized college readiness tests.		80.5% (the national average) percent of students will score above cutoff score in Writing on Common Placement Standardized college readiness tests.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	11th and 12th grade teachers will familiarize students with the writing rubric for test.	English department head (11th and 12th grade, Hammond)	Drafts of student writing based on continuous improvement model graded by the ACT/SAT writing rubric. Mini-lessons and assessments based on rubric criterion.	ACT/SAT writing rubric Mock writing/verbal exams SAT and ACT assessment
2	Students will practice writing using college SAT/ACT essay prompts monthly.	English department head (11th and 12th, Hammond)	Drafts of student writing based on continuous improvement model graded by the ACT/SAT writing rubric	N/A
3	Students will familiarize themselves with and utilize multiple computer programs designed for SAT and ACT preparation.	English department head (11th and 12th, Hammond)	Continuous SAT and ACT assessments	N/A
4	All 10th grade students will practice writing both expository and persuasive essays at least once a week.	English department head (11th and 12th, Hammond) Social Studies department head	Drafts of student writing based on continuous improvement model graded by the FCAT writing rubric	Mock writing exams

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of students scored level 4 or above.		90% of students will score level 4 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Students will be given an initial mock FCAT writing assessment to establish baseline data (September).	1. English department head/writing coach	1. Drafts of student writing maintained in a working student writing portfolio.	Florida Writes state exam Mock writing assessments
2	2. Rubrics and essay-writing graphic organizers will be modeled across content areas throughout the school year.	2. All department heads and writing coach	2. Informal and formal assessments used throughout the school year in classes to make a determination as to whether a student meets state/district standards in writing.	Mock writing assessments
3	3. Students will participate in peer editing as a classroom tool.	3. English department head and writing coach	3. Student conference notes/drafts, mini-assessments and working student folders.	Portfolio review
4	4. Teachers will effectively use differentiated instruction in their writing lessons.	4. English department head, writing coach	Data analysis	Data analysis & teacher observations
5	5. Students will participate in group editing for errors in organization, focus and as a tool to teach students how to make necessary changes to their writing.	5. English department head and writing coach	5. Drafts of student writing in working portfolios	Portfolio review and student conferences
6	6. Students will write based upon culturally diverse literature and prompts, lesson themes.	6. English department head and writing coach	6. Student writing for mock essay prompts and mini-assessments	Portfolio review

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
English teachers will be trained to incorporate appropriate software applications for various states of the writing process.	Technology integration for writing improvements.	English department head and Barbara Lichter	September, 2009 through February, 2010	Teacher will complete a reflection on Portal for PLC learning groups that are technology centered.	English department head and small school assistant principal
Teachers will attend follow-up sessions in staff meetings, PLC groups and on TDA days to work on further implementation of approaches to writing and plan to trouble-shoot problem areas.	Trouble-shooting problem areas in student writings.	Writing coach, English department head	September, 2009 through February, 2010	Student drafts and revisions compiled in a working portfolio. Teacher data folders documenting problem areas for students and teacher interventions.	Writing coach, English department head and the small school assistant principal
Classroom visits are arranged for teachers to observe and demonstrate approaches to teach the writing process to a diverse group of students.	Teacher modeling of best practices and strategies for teaching writing across content areas.	Administration, writing coach, select teachers, English department head	September, 2009 through February, 2010	Teacher lesson plans and data folder	Small school assistant principals, English department head, writing coach
New English teachers will be trained on the Six-Traits model by the county curriculum specialist	Six-Traits Writing rubric and classroom implementation	County's curriculum specialist	September, 2009	Creation of a single rubric for department based on the Six-Traits model	Writing coach and English department head
Social studies and science teachers will be trained by an in-house writing coach on how to effectively assign persuasive and expository prompts within their content area(s) and to successfully integrate weekly writing activities into the curriculum.	Writing incorporation across core subject areas for tenth grade.	Writing coach and English department head	September, 2009	Creation of a single grading rubric based on FCAT criterion for science and social studies departments. In accordance with the curriculum guide for science and social students, each department will identify a writing prompt mirroring the unit indicated on the curriculum map.	Science and social studies department heads and small school assistant principals
				Teachers will produce evidence as to how they are making evaluations of student success in a data folder.	

Teachers will be taught methods and application of data analysis.	Disaggregation of student data to troubleshoot weak areas in writing and alter lesson plans.	Small school assistant principal, English department head and writing coach	September, 2009 through March, 2010	Disaggregate data to identify the needs and sub-groups needing alternative assistance and make alterations, additions and/or subtractions to focus calendar and lesson plans based on the results of data.	English department head and the small school assistant principal
Students in 11th and 12th grades will complete units on style, usage, sentence variety, and sentence structure.	ACT/SAT test prep	Dept. head	September 2009 to May 2010	Lesson plans and Classroom Walkthroughs	Dept. Head
11th and 12th grade students will write both formally and informally in a variety of modes for a variety of purposes.	Writing diagnostic and class writings	Department chair	September 2009-May 2010	Student writing scores and examples of writing.	Dept. head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Purdue Owl Writing Lab	N/A (Free)	\$0.00
Free web resources such as Patterson.com, collegeboard.com	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT writing rubric.	N/A	\$0.00
Six Trains writing rubric	N/A	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Allocated TDA days for 10th grade English teachers, one per month following the monthly Florida Writes mock assessment.	Accountability	\$2,000.00
A weekly writing session will be offered at the Saturday Extended Camp from the camp's beginning through the writing exam	Accountability	\$1,000.00
Allocated TDA days for 10 grade English teachers, one per week, to provide writing instruction on a pull-out basis.	Accountability	\$2,400.00
Total: \$5,400.00		
Final Total: \$5,400.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Overall only 15% of parents are actively involved in the	Increase the number of parents in the VIP program by

community and school.			an additional 5%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Communicate school events via school website.	Parent Involvement Coordinator	Amount of parents who sign up to participate in the V.I.P. program via the school website.	Parent participation data
2	Create parent-specific events such as coffee nights and parent university sessions.	Parent Involvement Coordinator.	Parent attendance at various school events.	Attendance data logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
AYP parent participation	Cultural Sensitivity Awareness	Guidance Director	8/21/09	Teacher feedback survey	Parent Involvement Coordinator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Information sessions/trainings	Title I Funds	\$2,500.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
Fliers & informational/educational materials	Title I	\$10,177.80
Workshop supplies	Title I	\$1,000.00
Refreshments	Title I	\$1,975.00
		Total: \$13,152.80
		Final Total: \$15,652.80

End of **Parent Involvement** Goal

Other Goals

Graduation Rate Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In June of 2009, Miramar High School had a 77% graduation rate.		In June of 2010, Miramar High School will have a 79% graduation rate.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	APEX Credit Recovery	12th grade guidance counselor, 12th grade administrator	The graduation rate of students in the program will be compared with the rate of other students.	2010 Graduation Rate
2	Saturday SAT and ACT prep	BRACR Advisor, 12th grade guidance counselor	The test scores of students will be compared before and after the take the program.	2010 Graduation Rate
3	Peer Mentor Program	Mentor Program Coordinator	At-risk seniors will be guided by peer mentors in both academics and post-secondary options.	2010 Graduation Rate

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Extended learning Camp for ACT/SAT Prep	Accountability	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

End of **Graduation Rate Goal**

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	EDGE material	Title I	\$4,263.00
Writing			\$0.00
			Total: \$4,263.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	TI-84 calculators	School budget	\$2,000.00
Writing	Purdue Owl Writing Lab	N/A (Free)	\$0.00
Writing	Free web resources such as Patterson.com, collegeboard.com	N/A	\$0.00
Science	Technology Software	School Budget	\$1,000.00
			Total: \$3,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training, Edge Training, FAIR Training, Coaches Training	Accountability	\$2,000.00
Reading	SBBC FCIM conference	Title I	\$10,188.00
Reading	Florida Reading Conference	Title I	\$2,883.00
Reading	Professional materials	Accountability	\$2,000.00
Reading	AP/IB training for language arts and social studies teachers	Title I	\$8,206.00
Reading	AP summer camp	Accountability	\$1,000.00
Reading	ASCD Conference	Title I	\$10,000.00
Reading	Empowering Reading Professional Development Sessions	Title I	\$3,810.00
Reading	Leadership Professional Development	Title I	\$1,200.00
Mathematics	FETC conference	Title I	\$14,000.00
Mathematics	AP/IB training	Title I	\$4,103.00
Writing	FCAT writing rubric.	N/A	\$0.00
Writing	Six Trains writing rubric	N/A	\$0.00
Science	AP/IB Subject Area Training	Title I	\$4,100.00
Science	Tech Cafe / Technology Professional Development Sessions	Title I	\$3,000.00
Science	McCrel training for Science Teachers	Title I	\$600.00
Parental Involvement	Information sessions/trainings	Title I Funds	\$2,500.00
			Total: \$69,590.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Educational materials	Accountability	\$5,955.00
Reading	Saturday Extended Learning Camp	Accountability	\$8,000.00
Mathematics	Saturday Extended Learning Camp	Accountability	\$5,000.00
Writing	Allocated TDA days for 10th grade English teachers, one per month following the monthly Florida Writes mock assessment.	Accountability	\$2,000.00
Writing	A weekly writing session will be offered at the Saturday Extended Camp from the camp's beginning through the writing exam	Accountability	\$1,000.00
Writing	Allocated TDA days for 10 grade English teachers, one per week, to provide writing instruction on a pull-out basis.	Accountability	\$2,400.00
Parental Involvement	Fliers & informational/educational materials	Title I	\$10,177.80
Parental Involvement	Workshop supplies	Title I	\$1,000.00
Parental Involvement	Refreshments	Title I	\$1,975.00
Graduation Rate	Extended learning Camp for ACT/SAT Prep	Accountability	\$1,000.00
			Total: \$38,507.80
			Final Total: \$115,360.80

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

[Show 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
Reading professional development: FAIR, Edge, CRISS & coaches	6000
AP Camp (summer)	1000
Substitutes for 10th grade LA teachers	3000
Writing teacher for Extended Learning Camp (Saturdays)	1500
Software for science department	1000
Interactive slates	12500
Professional Books	2000
Educational materials	4500

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

The SAC will monitor the School Improvement Plan and revise as needed according to the latest data using the DART Model. SAC will also support professional development for faculty and staff.

SAC Members

Members

- 1) Deborah Davey, Principal
- 2) Melissa Sirin, SAC Chair
- 3) Diamond St. Val, Student
- 4) Madeline Alcantara, Student
- 5) Tiffany Burks, Student
- 6) Alicia Hill, Student
- 7) Kristine Holmes, Student
- 8) Kristen Holmes, Student
- 9) Natoya Saunders, Student
- 10) Brittany Williams, Student

- 11) Deborah Harrell, Teacher
 - 12) Jacqueline Lee-Peeters, Teacher
 - 13) Barbara Lichter, Teacher
 - 14) Claudia Bostwick, Teacher
 - 15) Selina White, Parent
 - 16) Todd Jones, Parent
 - 17) John Moore, Parent
 - 18) Heather Whyte, Parent
 - 19) Carolyn Eleby, Parent
 - 20) Malika Abdurrahman, Parent
 - 21) Lovern Parks, Parent
 - 22) Catherine Owens, Parent
 - 23) Murlanda Registre, Parent
 - 24) Rasheda Jackson, Parent
 - 25) Karen McCalla, Parent
 - 26) Mandisa Murray, Community Member
 - 27) Ann Lee, Community Member
 - 28) Tiffani Davis, School Support Personnel
 - 29) Ignacio Garcia, Union Steward
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AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR HIGH SCHOOL 1751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1429 Math: 1421		2008-2009 School Grade ¹ :		C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	36	N	67	N	93	93	Y	73	74	Y	67	64	N	34	33	N	37	N	71	Y			
WHITE	98	Y	98	Y		NA		NA			NA	68	76	Y		NA		NA		NA							
BLACK	99	Y	99	Y	32	N	64	N	93	93	Y	73	74	Y	70	68	N	37	36	N	34	N	68	Y			
HISPANIC	98	Y	98	Y	37	N	74	Y		93	Y	72	73	Y	63	63	N	31	26	NA	39	N	76	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	31	N	65	N	93	91	Y	71	73	Y	72	69	N	38	35	N	33	N	69	Y			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA	80	77	N	63	67	Y		NA		NA		NA							
STUDENTS WITH DISABILITIES	98	Y	97	Y	13	N	28	N	73	66	N	39	36	N	89	87	N	70	72	N		NA		NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR HIGH SCHOOL 1751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1773 Math: 1768		2007-2008 School Grade ¹ :		C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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 ⁴	98	Y	98	Y	33	N	66	Y		93	Y	69	73	Y	70	67	N	40	34	NA	40	N	79	NA			
WHITE	97	Y	97	Y		NA		NA			NA	73	68	N		NA		NA		NA							
BLACK	98	Y	98	Y	30	N	63	Y		93	Y	68	73	Y	74	70	N	44	37	NA	36	N	77	NA			
HISPANIC	98	Y	98	Y	37	N	69	Y	91		Y	65	72	Y	70	63	Y	38	31	NA	44	NA	80	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	28	N	62	Y		93	Y	66	71	Y	76	72	N	44	38	NA	34	N	77	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	97	Y	13	N	44	N	81	80	N	56	63	Y	91	87	N	60	56	N		NA		NA			
STUDENTS WITH DISABILITIES	97	Y	97	Y	11	N	30	N	83	73	N	24	39	Y	92	89	N	75	70	N	18	N	47	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRAMAR HIGH SCHOOL 1751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1760 Math: 1754		2006-2007 School Grade ¹ :		C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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 ⁴	97	Y	97	Y	30	N	60	Y	90		Y	60	69	Y	72	70	NA	45	40	NA	44	NA	77	NA			
WHITE	96	Y	96	Y		NA		NA			Y	51	73	Y		NA		NA		NA							
BLACK	97	Y	97	Y	26	N	56	Y	89		Y	60	68	Y	75	74	NA	50	44	NA	41	NA	75	NA			
HISPANIC	98	Y	97	Y	30	N	62	Y	91	Y	58	65	Y	72	70	NA	42	38	NA	46	NA	80	NA				
ASIAN	98	Y	98	Y		NA		NA			NA	68	80	NA		NA		NA		NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA	67		NA		NA		NA		NA							
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	24	N	56	Y	89		Y	57	66	Y	77	76	NA	49	44	NA	41	NA	78	NA			
ENGLISH LANGUAGE LEARNERS	97	Y	96	Y	9	N	40	N	71	81	Y	44	56	Y	86	91	NA	65	60	NA		NA		NA			
STUDENTS WITH DISABILITIES	91	N	91	N	8	N	25	N	61	83	Y	22	24	Y	88	92	NA	77	75	NA	27	NA	61	NA			

SCHOOL GRADE DATA

Broward School District MIRAMAR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	71%	86%	29%	224	Writing and Science: 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.
% of Students Making Learning Gains	52%	77%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	79% (YES)			131	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	63%	73%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					494	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRAMAR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	71%	88%	27%	222	Writing and Science: 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.
% of Students Making Learning Gains	53%	77%			130	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	76% (YES)			129	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	48%	72%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					481	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRAMAR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	63%	85%	27%	207	Writing and Science: 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.
% of Students Making Learning Gains	48%	75%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	76% (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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	41%	42%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					458	
Percent Tested = 96%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested