

Broward County Public Schools

Miramar High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Miramar High School

3601 SW 89TH AVE, MIRAMAR, FL 33025

[no web address on file]

Demographics

Principal: Maria Formoso

Start Date for this Principal: 9/6/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Miramar High School

3601 SW 89TH AVE, MIRAMAR, FL 33025

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, home to the International Baccalaureate and Aviation Magnet Programs, will foster cultural awareness and understanding so that graduates will be compassionate and independent thinkers in an emerging global society.

Provide the school's vision statement.

Miramar High school is achieving excellence in education for 21st century learners through college and career readiness, while supporting social emotional needs.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Formoso, Maria	Principal	Oversees implementation of School Improvement Plan.
Bergeron, Kaila	Assistant Principal	Oversees teachers who work with English language learners students to ensure students receive the services they need.
Fernandez, Jason	Teacher, K-12	SAC Chair Drafts SIP
Francois, Alexander	Assistant Principal	Oversees social studies teachers who work with students on literacy skills; ensures students receive the services they need.
Murray, John	Assistant Principal	Oversees ESE teachers that work with students with disabilities on social skills and curriculum; ensures students receive the services they need.
Winter, Shelly	Assistant Principal	Oversees English and reading teachers who work with students on literacy skills; ensures students receive the services they need.
Basulto-Arencibia, Gloria	Assistant Principal	Oversees math teachers that work with students with disabilities on math skills; ensures students receive the services they need.
Davis, Tonya	Teacher, K-12	SAC Co-Chair

Demographic Information

Principal start date

Saturday 9/6/2014, Maria Formoso

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

0

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

9

Total number of teacher positions allocated to the school

99

Total number of students enrolled at the school

1,936

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

3

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	523	549	520	515	2107
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	57	112	102	153	424
One or more suspensions	0	0	0	0	0	0	0	0	0	98	82	53	49	282
Course failure in ELA	0	0	0	0	0	0	0	0	0	106	66	43	31	246
Course failure in Math	0	0	0	0	0	0	0	0	0	110	65	62	53	290
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	190	182	104	40	516
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	271	257	74	6	608
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	130	132	120	384

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	238	195	174	175	782

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	29	29	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	5	1	6	20

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	523	549	520	515	2107	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	77	72	83	327	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	78	83	89	250	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	523	549	520	515	2107
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	77	72	83	327
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	78	83	89	250
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	52%	52%				41%	57%	56%
ELA Learning Gains	41%	54%	52%				46%	52%	51%
ELA Lowest 25th Percentile	43%	45%	41%				41%	45%	42%
Math Achievement	16%	36%	41%				29%	51%	51%
Math Learning Gains	36%	51%	48%				34%	44%	48%
Math Lowest 25th Percentile	48%	56%	49%				25%	43%	45%
Science Achievement	35%	54%	61%				50%	66%	68%
Social Studies Achievement	58%	67%	68%				66%	71%	73%

Grade Level Data Review - State Assessments

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	67%	-18%	67%	-18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	67%	-2%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	61%	-38%	61%	-38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	56%	-27%	57%	-28%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	33	19	16	33	40	16	32		91	27
ELL	15	35	43	11	35	46	18	47		85	38
ASN	57	43		33	50					92	100
BLK	33	40	41	14	35	49	33	57		95	55
HSP	37	46	44	23	41	39	42	60		94	58
MUL	20	17		14	23					93	71
WHT	46	44		17	30		36	67		76	63
FRL	31	39	42	16	35	47	32	59		94	57
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	31	21	6	23	35	15	24		87	33
ELL	17	42	46	7	19	21	27	43		90	75
ASN	73	85		55	30			70		100	93
BLK	38	43	42	9	16	29	34	45		96	65
HSP	32	39	22	14	27	39	29	58		88	78
MUL					20					91	90
WHT	56	49		28	8		47	50		93	77
FRL	36	42	35	10	16	30	32	44		94	66
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	36	25	24	23	23	14	47		92	51
ELL	34	43	33	28	42	42	40	42		86	73
ASN	93	71		83	47		95	90		100	85
BLK	36	43	39	25	30	23	45	65		94	82
HSP	48	54	55	35	39	40	56	66		97	82
MUL	82	55		33	50		91			87	100
WHT	54	57		46	69		42	79		100	75
FRL	38	45	42	27	34	25	47	64		94	81

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Other than Social Studies, the majority of our students are under 40% proficient in assessed areas. However, we benefitted from math learning gains and our lower 25% students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We dropped 5% points in ELA Achievement.

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

Coming off a pandemic, many students lack the testing stamina needed to be successful. Students also lack mastery of key concepts needed to achieve a level three score or higher on the state assessments. Students need intensive support in math and literacy. Many Algebra and ELA need to be double-blocked for math and literacy support.

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

Social Studies Achievement (American History EOC) increased by 10 percentage points.

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

The U.S. History team engaged in professional development that focused on integrating literacy skills when teaching their curriculum. Teachers emphasized the importance of vocabulary mastery and promoting the use of effective test-taking strategies. They also engaged in a schoolwide U.S. History EOC review session for the entire junior class.

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

1. Monitor student progress in core areas utilizing common formative assessments.
2. Provide remediation for students that show deficiency on common formative assessments.
3. Increase academic support for students in their ELA & Math courses.
4. Promote literacy as well as college and career readiness through elective courses.
5. Ensure students are socially and emotionally supported to meet academic success.
6. Have one of our assistant principals strictly over teaching and learning.

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

Teachers will receive PD during the preplanning week, professional study days, early release days, and planning days. PD will focus on reading strategies, engagement strategies, SEL techniques, and tech tools that can support students and instruction.

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

Students are also receiving additional support in algebra and literacy through pullouts from their elective classes and after-school tutoring programs.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and Rationale:**

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

Students with disabilities are at 32% per the Federal Index. They struggle to synthesize information across multiple subjects, through various platforms. Additionally, they do not perform well on high-stakes testing. ELL students are at 38% per the Federal Index, and Multiracial students are at 40% per the Federal Index.

Measurable Outcome:

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

By May 2023, 9th and 10th grade ELL, Multiracial, and Students with Disabilities will demonstrate 41% proficiency per the Federal Index in English Language Arts and Math as measured by the FAST.

Monitoring:

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

Student progress in ELA will be progress monitored by teachers utilizing Houghton Mifflin Harcourt (HMH) curriculum.

Person responsible for monitoring outcome:

John Murray (john.murray@browardschools.com)

Evidence-based Strategy:

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

In order to accommodate ELL, Multiracial and Students with Disabilities, we will attempt to break material down into smaller segments, in small group settings. We will utilize various instructional methods such as scaffolding and chunking to assist students in attaining mastery of previously taught material. Periodically students will be tested to assess their level of mastery.

Rationale for Evidence-based Strategy:

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

The rationale is based on data scores that reflect the success of reinforcing material through small group instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor student progress in core areas utilizing common formative assessments.
2. Provide remediation for students that show deficiency on common formative assessments.
3. Increase academic support for students in their ELA courses.
4. Promote literacy as well as college and career readiness through elective courses.
5. Ensure students are socially and emotionally supported to meet academic success.

Person Responsible

John Murray (john.murray@browardschools.com)

Positive Culture & Environment

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

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

The school does the following to build a positive school culture and environment:

- Highlights staff in the weekly Faculty Newsletter
- Highlight staff during our Staff of the Month
- Send out monthly newsletters to parents
- Hold monthly Kids of Character Celebration
- Recognizes our "Patriot Scholars" during the daily announcement
- Celebrate students on the school website
- Celebrate students on the Principal's Twitter account
- Quarterly "Straight A" and Honor Roll Celebrations

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

Administrators
Curriculum leaders
Magnet Coordinators
Club Sponsors
Athletic Coaches