



SCHOOL COMMUNICATIONS & MARKETING

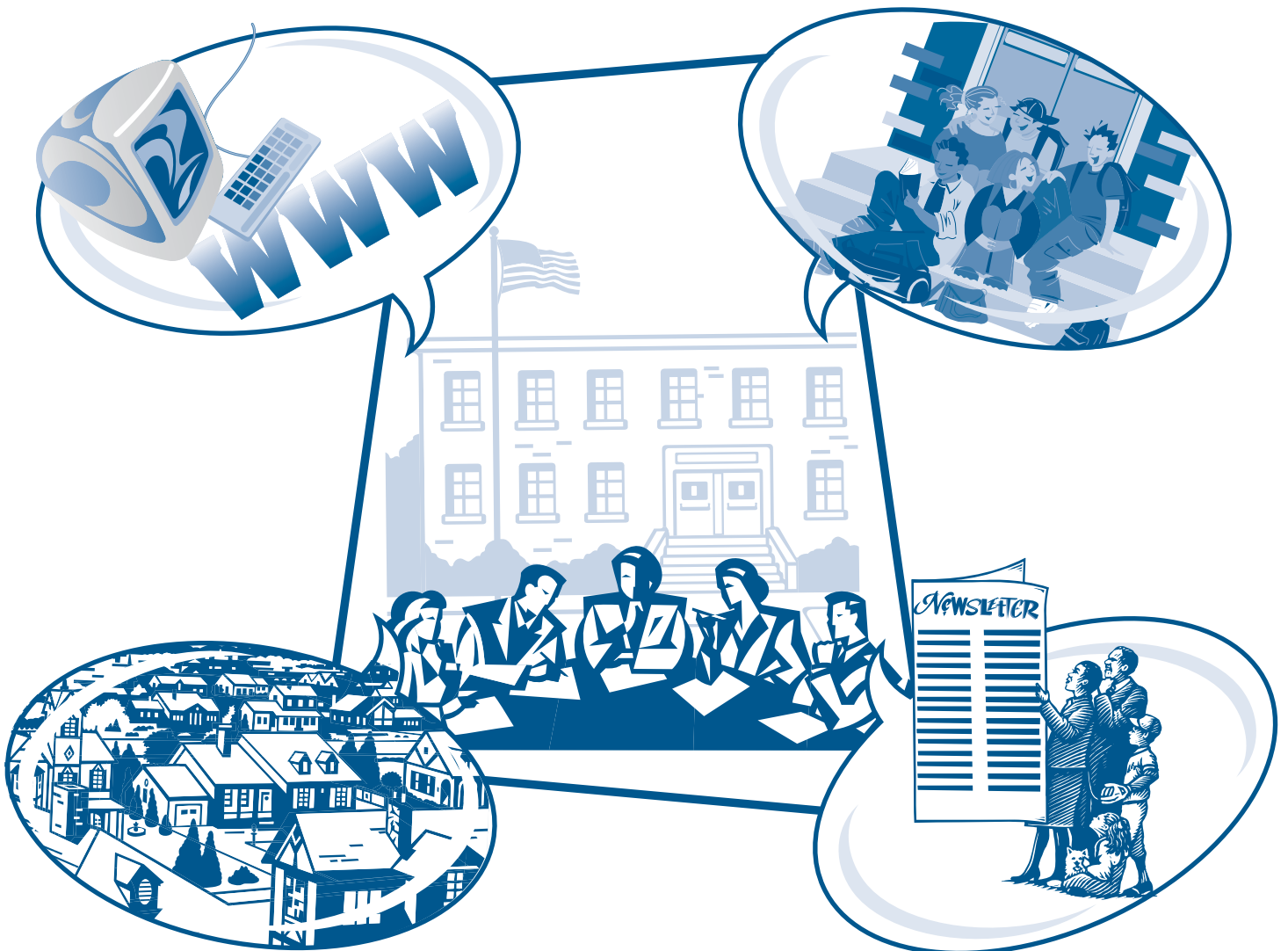




Table of Contents

	Page
Introduction	1
Community Outreach	2
Customer Service	7
Physical Environment	8
Web Site	9
Newsletters	12
School Public Accountability Report	14
Other Ideas	14
Challenges	16
Sources	19
Attachments	

*Refer to the District's Web site (www.browardschools.com)
for a current list of department phone numbers.*



INTRODUCTION

Broward County Public Schools' Communications & Media Relations Department developed the following booklet to help you improve the image of your school. The goal of the booklet is to improve communication and to increase awareness in your community, and throughout the county, of the high quality of education received by students at your school in a safe and secure learning environment.

Every school has an image, so the question is not whether your school has public relations – it does. What it may need is a plan designed to encourage two-way communication between the school and its various publics, so that public relations is not something that just happens. Good PR/communications is not a one-time activity or a part-time effort. It needs to be a full-time effort that is consistent year to year, and it must involve each and every member of the school staff.

It is important not to overlook the necessity of positive PR *within* your school. Without positive *internal* public relations among administrators, teachers, support staff, and students, external PR efforts are unlikely to succeed. For that reason, internal, as well as external public relations and communications ideas and suggestions are included in this plan.

Support is available from the Communications & Media Relations Department on any steps or items in this report.

**Communications & Media Relations Department
754-321-2300**

The District's Office of Government Relations and the Community Involvement Department provided assistance in developing this booklet. The Office of Government Relations is available to assist you in facilitating a positive working relationship between your school and local government leaders. The Community Involvement Department is available to help schools build relationships with their community, including parents, business partners, volunteers and mentors.





Community Outreach

Administration

The positive reputation of a school is something that is built over time and needs to be constantly nurtured. School administrators play a vital role as advocates of their schools. They need to be visible in the community and participate in civic organizations. Not only do these activities promote the school in the minds of community members; they also increase positive relationships with community and business leaders. Those positive relationships may lead to both short and long term benefits for the school, staff and students.

The principal knows his or her school better than anyone. He or she also knows that test scores are not the only way to evaluate how a school is doing. By becoming pro-active, the principals can prove that their schools are continuously improving, and if there are areas needing improvement, communicate what is being done to correct the situation. A pro-active approach will also enable the principal to anticipate concerns and stay on top of potential issues.

- While it may not be possible for the principal to personally attend all functions or meetings in the community, he or she should make every effort to attend meetings of key groups. Those groups will vary from community to community, but may include the Chamber of Commerce, homeowner's associations, city commissioners, and other government officials. (Refer to the *School Board of Broward County Online Handbook for Principals - "Joining the Local Chamber of Commerce."*)

NOTE: Links and partnerships that currently exist between your school and various organizations or groups in your community need to be maintained and nurtured. Because a relationship has already been established does not necessarily mean it needs less attention than those that are newly developed.

Listed below are other items to consider:

- Take a student to civic club or organization meetings. When introducing the student as a guest, mention a few of his or her accomplishments.
- Work together with city officials, representatives from the District, and other schools in your Innovation Zone to develop and host an "Education Summit." By spearheading the summit, your school can demonstrate to the community that it is a leader in seeking out new ideas, school improvement, and education reform.
- Most Broward schools have a diverse student population. It is important that the lines of communication remain open among school personnel and all parents and community members. Create a diversity committee at your school. The Communications & Media Relations Department has one staff member who works closely with the Hispanic-American community. That person, along with the District's Diversity and Cultural Outreach Department, can assist your school in finding the leaders of various segments of the community and establishing links.



- Be sure that all school activities, committees, focus groups, forums and panels represent the diversity of your school and your community.
- Be sure that potential school volunteers who speak other languages are aware that a volunteer application in their language is available from your school's volunteer coordinator.
- Offer interpreters at all important school meetings and functions. Non-English speaking parents should be encouraged to be involved in their children's education. The fact that interpreters will be provided should be well publicized. Important school information should be available in a translated form for non-English speaking parents. Be sure parents know the District Web site (www.browardschools.com) is accessible in Spanish, Portuguese, and Haitian Creole, as well as English.
- Work with the District's Diversity and Cultural Outreach Department to develop ways to celebrate differences and promote tolerance.
- Increase the number of two-way school-business partnerships. (Refer to the *School Board of Broward County Online Handbook for Principals - "Developing Partnerships."*)
- Encourage area businesses or organizations to become involved in Service Learning or Career Shadowing programs for students.
- Link with community organizations to hold special events (health fair, technology night, etc.).
- Add civic, business, government and community leaders to the school's mailing list. Include county and city commissioners, the Broward County Sheriff's Office, or your city police and fire department, the parks and recreation department and public libraries.
- Invite civic, business and government leaders to join school committees or to serve as judges at school events. Include county and city commissioners, the Broward County Sheriff's Office or your city police department, the fire department and the parks and recreation department.
- Establish a "Student for a Day" program. Invite local government officials and business leaders to the school for a day, so they can experience life as one of today's students by sitting in on classes, eating in the cafeteria and interacting with students.
- Participate in the "Principal for a Day" program. It is a great way to bring community and business leaders into your school. Contact the Partners In Education Coordinator for more information.
- Establish a "Staff Member for a Day" program. Local government officials and business leaders will have a better understanding of the rewards and challenges of school personnel, if they have an opportunity to be in their shoes for a day.



- Keeping diversity in mind, encourage community members to become mentors to your students. Contact Broward Schools' Youth Mentoring Program.
- Identify roles that can be carried out by volunteers in classrooms and school support activities, and seek out volunteers. Don't forget to identify roles that can be filled by volunteers who are employed. (i.e. early morning or after school activities, judging student competitions) A volunteer might be able to schedule a vacation day to help at a special school event or join a field trip. Contact the Volunteer Services Department for assistance.
- Encourage senior citizens and other community members to become tutors and mentors. Contact the Community Involvement Department for more information.
- Include senior citizens in focus groups and as sounding boards when developing school plans. Contact the Volunteer Services Department for assistance.
- Develop a welcome packet for new students and families. The packet will provide an opportunity to "sell" your school and should include more than just required forms.

Items that could be included when applicable:

- Welcome letter from the principal
- Calendar for the school year
- School hours
- Parent group meetings and volunteer opportunities
- Report card and state testing information
- Contact information
- Your school's and District's Web site addresses
- Staff list (names, titles, room numbers, phone numbers, E-mail addresses)
- Staff bios. - brief, friendly (not just college degrees)
- District administrators, titles, phone numbers
- History of school
- Information on the library and media center



As you reach out to the community, the question of what is and what isn't appropriate regarding community involvement may arise. In 2000, the School Board approved revisions to Policy #6300, Advertising. Revisions were made to clarify what your school can and cannot do regarding the sponsorship of its academic or extracurricular programs by businesses or organizations. Before making any decisions regarding sponsorship or advertising, it would be wise to review Policy #6300 and the information contained in the *School Board of Broward County Online Handbook for Principals - "School Advertising Sponsorship Programs."*



Staff

Research has shown that people get information about schools from secretaries, custodians and cafeteria workers, as well as teachers and administrators. For that reason, it is important that all staff members have accurate, up-to-date information about your school, including the successes of staff and students.

The community considers all members of your staff—principal, teachers, support staff, aides and volunteers—to be experts on the educational programs at the school, no matter what role each individual may serve at the school. Everyone needs to be “in-the-loop.” It may be necessary to tailor information to each group, but the message should be consistent and pervasive. Rumors are the result of either no information or the lack of accurate information.

If this legion of school ambassadors has current, accurate information, they will feel both informed and involved. The messages they carry out into the community will be positive, and their enthusiasm will be contagious. If they are not informed, or if they have negative attitudes, the messages will be inaccurate at best and could damage the reputation of your school. It is important for staff members to understand that they have a central role to play in building positive attitudes, support and involvement in your school.

- All members of your school staff, including administrators, teachers, teachers’ aides, counselors, clerical staff, custodians and food service personnel should attend a public relations workshop conducted by members of the District’s Communications & Media Relations Department. You may schedule a workshop by calling the department.
- Consider holding full staff meetings at least once a month, that include office personnel, food service employees, custodians and classroom aides, as well as teachers. In the way, everyone feels they are part of the school team and has input into the decision making process. A school team meeting is especially important at the beginning of the school year.
- Substitute teachers and school volunteers also carry messages about the school into the community. Substitutes and volunteers should feel welcome and supported by administration and staff. Add them to the school’s mailing list.
- All staff, not just teachers, should be encouraged to participate in professional development.
- Throughout the year, the accomplishments of all staff should be recognized in some way (i.e. personal note, school/staff newsletters, in-house recognition program, press release to media.).
- Encourage teachers and other staff to communicate positive news about students to parents, using notes and phone calls or during casual meetings.



Students

Your students need to be visible in the community, doing positive things.

- Encourage students to volunteer in your community, as well as surrounding communities and notify the Communications & Media Relations Department of their activities. Possible activities could include community beautification projects, volunteering at city and county festivals and events, food or clothing collections for the needy and charity fundraisers.
- Service Learning and Career Shadowing programs provide an opportunity for the general public to see just how great your students are.
- The school chorus or band should be offered as performers at community meetings and functions or events.
- JROTC and Color Guard groups should be part of any large event the city is planning.
- Partner with high school TV and video production students or Broward Teen News to produce a school video highlighting the successes of your school.
- Display student artwork and other projects at City Hall, shopping malls and other highly visible locations in the city.
- In cooperation with the city, establish a "Student Government Day", when students may shadow city officials.

Students, Staff and Administration

- School administrators, staff members and students should be encouraged to attend city and county ethnic celebrations.
- Ensure diverse photographic representation in all school publications and other visuals.
- Create a student/teacher speakers' bureau. Seek out speaking opportunities inside and outside your community.
- Middle and high schools may host a "get to know your school night" for students from feeder schools and their parents. Student council and national honor society members can serve as tour guides. Emphasize that your school is a place where learning is going on; high expectations are set for students; and teachers are well trained.
- Plan a community celebration around the first day of school. Be inclusive. Keep the diversity of the community in mind.
- Host a "Back to School Breakfast." Invite area business and civic leaders, including the mayor or city manager; city commissioners; officials from the parks and recreation department, sheriff's office or your city police and fire departments, members of the School Board, the Superintendent; teachers and other school staff members. Funding for food may be available through a school business partnership, the Food and Nutrition Services Department, or possibly your school's parent groups. At the breakfast, have students conduct tours of the school.
- Working in conjunction with the Office of Student Support, middle and high schools may designate a football game to salute VIP guests from your city, including the mayor or city manager and city commissioners. Introduce each honoree and call them to the center of the field during half time. Present each honoree with a school T-shirt.



Customer Service

The most powerful impact on the image of a school are one-on-one conversations and interactions among administrators, staff, students, parents and community members. The focus at your school needs to be on fulfilling customer needs — from providing an excellent education for students, to responding promptly to parent inquiries and concerns, to the school being a good neighbor in the community.

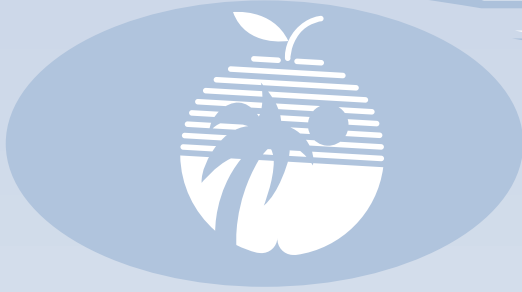
A commitment and buy-in from all staff and administrators is needed, because the satisfaction of customer needs is vital to the success of the school. In order to meet all customer needs, all members of the staff – professional and support staff members alike – must have effective communication that is open and honest, and provides opportunities to listen, as well as provide information. Every school staff member, no matter what his or her job, must understand that he or she is a highly regarded communicator and a PR image maker — an ambassador — for your school.

When the first contact a parent or other community member has with a school, either in person or on the phone, is a frustrating one, future involvement by that person is lost. Be sensitive to non-English speaking parents who call or come into the school. Be accommodating and seek-out a staff member to interpret—don't rely on a student for that purpose. Also, human nature is such that people tend to be quite vocal when they have had a bad experience. Not only do they tell others about their negative encounter; those listening pass on the information to an even broader audience.

The only way your school will develop loyal supporters is to provide a quality product (education) and top-notch service to its customers — students, parents, business and civic leaders and community members. All processes in your school — from enrollment, to scheduling, to parent-teacher conferences should be reviewed to see if they could be made more user friendly.

Listed below are items to consider:

- Ask members of the school's PR Committee or a parent group to periodically call the major "customer centers" in your school (front office, guidance office, attendance line) to see how your phones are answered. All guests or callers should be greeted in a friendly, timely, welcoming manner and receive helpful, timely responses to questions and concerns.
- Educate and assist staff members in creating an inviting climate in the school. Ensure that office staff greetings, and any other interaction with guests and callers, are creating a climate in which parents and others feel valued and welcome.
- Are concerns that are voiced by parents, students or teachers researched and responded to promptly with a plan of action?
- Publicize the process for dealing with concerns. If a parent has a problem, do they know who to go to? Do problems get resolved?
- Are school volunteers and school partners given worthwhile work to do? Do they feel welcome? It is a mistake to ask for volunteers and partners, then not give them the means to become part of the school team. Include volunteers and partners in school activities. Invite volunteers to special events at the school, even if it is not their day to be at the building.



Physical Environment

The physical appearance of your school has a dramatic affect on what people think about your school. It can influence how staff, volunteers and students feel about coming into the building each morning, and it certainly affects the image of your school in the minds of parents and the community.

When people see a building that is well cared for, they assume the school is in good hands. But if it looks run down, they wonder whether attention is given to other things, and may wonder if their child should attend another school.

Listed below is a checklist of questions and suggestions to consider:

- Can visitors easily find the school office? If not, create some colorful, welcoming signs pointing the way to the office, auditorium and media center from all the access points. It is important that the signs be welcoming, not just "All Visitors Must Report to the Office."
- Is the front office cheerful and welcoming?
- Is student work on display in the building?
- Is the building clean?
- Are the bathrooms clean and the hallways brightly lit? Would you want to eat lunch in the cafeteria? (Host contests for students, staff and parents for the best suggestions for keeping the bathrooms clean, or brightening the hallways and rearranging or decorating the lunchroom.)
- Are hallways clear of old furniture/computers?
- Does old gum need to be scraped off the floor?
- Is it time to change a bulletin board or the school's marquee?
- Is fresh paint needed?
- Is litter picked-up daily around the grounds?
- Is it time to buy a new flag?
- Are "adult -sized" chairs available for guests in the school office?
- Is landscaping inviting? Involve the community in school beautification projects. Classes could take turns weeding flowerbeds. Have students plan and plant a class garden as part of a science unit. If you are concerned about vandalism, place plants or small palms in flower pots that can be brought inside after school.





Web Site

In today's technological world, more and more people rely on the Internet as an information gathering tool.

The District's Web site receives over four million visits each month, and hundreds of thousands of users go on to select links to individual school Web sites. Your school's Web site reaches far beyond those in the community served by your school.

Who visits your Web site? Teachers contemplating a move to South Florida, parents of students wanting to learn more about what your school has to offer, potential school volunteers or business partners and educators from all across the country, just to name a few.

The impact your Web site can have on parent and community involvement at your school should not be underestimated. The site conveys a powerful message about your school, its "feel" and its "personality." Based on your Web site potential, volunteers or business partners may draw conclusions about how their efforts would be welcomed, utilized and appreciated. Ask yourself, "What impression would I have of my school if the Web site was my primary source of information?"

The content of your school's Web site needs to be kept up-to-date, reviewed, and proofread carefully. Typographical and grammatical errors, misspelled words and incorrect word usage found on the site will reflect poorly on your school. All material should be proofread by someone other than the writer prior to being posted on the site. Having material proofread by three people is preferable.

Members of the school's technology staff or others with Web page design knowledge need to be assigned the task of maintaining the site on a regular basis. Your Web site should be interactive. A contact person's E-mail address should be included and feedback encouraged.

It is also important to review District Policy #5306 (**see attachment #1**). In addition, there is a wealth of information on the District's Intranet that you should review in regard to Web site requirements/guidelines. Some highlights of the requirements/guidelines are listed below. You will find a complete list at (<http://web/developer>) or you may contact ETS Technical Support Service for assistance.

- The round version of the District's logo (an apple with the words "Broward County Public Schools" around it) must be prominently displayed on your school's homepage as a link to the District's Web site (www.browardschools.com). Copies of the logo may be obtained from the Communications & Media Relations Department .
- The director or principal from each department or school interested in creating a Web site must designate one person, a BCPS employee, responsible for the coordination of Web page and Web site development.
- The Principal's or Director's designee at each contributing site must become familiar with the policies and procedures associated with BCPS Web site development. This is done by reviewing the training documents found at (<http://web/developer>).
- All information posted by a school or department must be kept current, and must contain the most recent updates of that information published in other formats.



- Each page in a BCPS hosted or linked Internet or Intranet site must include a reference to the school or department that posted the content.
- Content of Web pages and sites cannot violate copyright laws. Never assume ownership of the intellectual property of others.
- Web pages or sites published on the BCPS Internet or Intranet may not contain or include – directly, via hyperlink, or pop-up windowing – any form of commercial advertising, without express written permission from District administration.
- Web pages should contain a notation of the date on which the page was created or most recently modified, and authorship (i.e. *ETS/Miller 07/27/03 09:50 AM*).
- Each Web page in a Web site must have a navigation tool (button, buttons, or navigation bar) linking back to the site's homepage.
- Caution should be taken when white text is used against a dark background, as it will not appear when the Web page is printed.

Department Directors and School Principals:

- Accept responsibility for the Web content created and posted at their location.
- Acknowledge above responsibilities by completing and forwarding to ETS a signed BCPS Internet/Intranet Web Site Authorization Form. The form may be obtained at (<http://web/developer>).
- Recognize that the actual creation of Web content is the responsibility of the school or department, and that ETS will assist with, but not assume this task.
- Notify ETS when personnel changes occur with administrative position (director or principal) or the site-based Web designee, so that publication security on school or department Web folders can be modified by ETS.

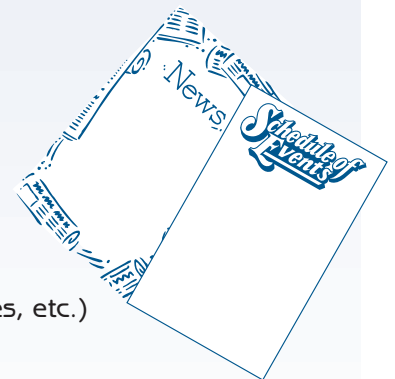
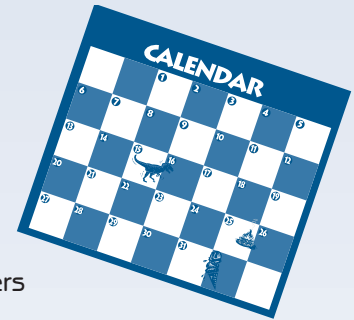
You may wish to explore the possibility of establishing a school-business partnership with an outside Web design company in the design your school's Web site. (Refer to the *School Board of Broward County Online Handbook for Principals - "Developing Partnerships."*)

Below is a list of information that, if added, would help your school's Web site become more informative and user friendly.

- Provide a short introduction on how to use the page
- Include a current picture of your school
- Design a map showing location of the school



- Include photos of principal, teachers, and students (students must have media releases on file at school). Photos showing activity, rather than portraits are best.
- Provide important phone numbers
- List test scores
- Incorporate emergency bulletins
- Include information from school handbook
- Provide club/activity news (students listed/pictured must have media releases on file at school)
- Add copies of school forms that may be downloaded [PDF]
- List links to instructional departments, etc.
- Include volunteer opportunities, including who to contact
- List dates of parent meetings
- Provide advisory and PTA/PTO information including a list of officers
- Display staff, student and school accomplishments (students listed must have media releases on file at school)
- Include honor roll (students listed must have media releases on file at school)
- Provide the latest issue of school newspaper (students listed/pictured must have media releases on file at school)
- Display library information - new books - special exhibits
- Give facility construction updates
- List sports schedules
- Include calendar of school events
- Provide information on staff members (years of experience, degrees, etc.)
- List homework assignments
- Provide school enrollment information and information/requirements for enrolling in special programs/classes
- Include school history





Newsletters

Parent/Community Newsletter

Not only does a school newsletter provide valuable information to parents and community members, it also offers a way to publicize the positive things happening at the school.

A minimum of four newsletters should be published each school year in order to keep parents and community members informed about what is happening at your school. The newsletter need not be elaborate, but should be informative and include positive stories for readers to brag about when talking about the school with others in the community. These items could include staff, student and school accomplishments. The newsletter should be sent not only to parents, but also to civic, government and business leaders, school volunteers, and substitute teachers. Attached is an excellent newsletter from Miramar High School. (**see attachment #2**).

Your newsletter should be a two-way communication tool, providing not only an outlet to spread good news about the school, but also a way for readers to express opinions and make suggestions. This feedback will also provide valuable information pertaining to the success of your school's PR efforts. Feedback can be obtained by adding a "We Want to Hear From You" box to each newsletter. Readers may clip the response box from the newsletter and send it to the school. (Note: The District's employee newsletter, *The 411*, includes such a cut and mail-in form on the back cover.)

Guidelines and suggestions for school newsletters are listed below:

- Recognize teachers in the school newsletter for awards, new classroom initiatives and other successes.
- Highlight student and school honors and accomplishments.
- Include in each newsletter a mini-poll (one or two questions), seeking opinions covering a wide range of topics over time. Use feedback in making school and program decisions and evaluating the school's PR efforts.
- Check with front office personnel and guidance office about the types of calls and questions they receive from parents and community members. Keep track of frequently asked questions and comments and address them in the newsletters.
- Be consistent in publishing the newsletter – adhere to deadlines.
- Don't include too much copy – use graphics or photos to make it more reader friendly.
- Use clear, easy to read fonts. (Not ALL CAPS, all *italic* or script.)
- Use student-written articles and artwork. Be sure to give students credit for their work.
- Double-check directory information—phone numbers, Web site addresses.
- Consider what parents need to know, as well as what you want them to know.
- Use the newsletter as a forum to say thank you to business partners, volunteers and others who assist staff and students.
- Double check spelling and grammar. Have at least three people proofread all copy.
- Double check the accuracy of calendar days and dates listed.
- Keep the audience in mind. For example, in listing dates it is important for the reader to know there is "No School" on an "Employee Planning Day", and it would be better to list a holiday as that, rather than listing it as a "Paid Employee Holiday." The last day of school for students should also be indicated, along with saying it is the "End of 4th Quarter."



Guidelines for Photos in Newsletters

- If using photos – make them large enough for readers to see what people in the photos are doing.
- Whenever possible, photos should show action, even if you need to stage it.. Avoid handshakes, check presentations and certificate presentations, also known as “grip and grin” photos. They do not make interesting photos.
- Use captions – check the spelling of names and titles.
- Be sure proper releases are on file for any students whose photos are used in the newsletter.
- Pay attention to the background of the photo.
- Keep diversity in mind! Photos should reflect the makeup of the school.

Internal Staff Newsletter (By staff for staff)

If you do not already have one, consider publishing a staff newsletter. A regular staff newsletter not only provides needed information, it can also help to develop and foster acceptance and teamwork among staff members. Newsletter space could be used to pull staff members together, by including such things as staff accomplishments and unique teaching techniques and successes, and personal items such as births and marriages. It is important that the staff newsletter be distributed to ALL staff members, not just the teaching staff.

Listed below are guidelines for staff newsletters:

- Newsletter should be brief and easy to read.
- Include a list of upcoming events and deadlines.
- Include social news (i.e. weddings, births).
- Include staff accomplishments and honors.
- Include a humorous anecdote or tasteful cartoon.
- Newsletters should be interactive with a clip-out comment or suggestion form included in each issue. This form might be used by staff members to ask a question, make a suggestion, comment or inform you of up-coming volunteer needs.





School Public Accountability Report

The State Board of Education requires that every year each school publish a School Public Accountability Report. The appearance and content of your school's document may need improvement. Attached is a copy of an award winning 1999-2000 School Public Accountability Report from Calusa Elementary School in Pasco County (see attachment #3).

Other Ideas

- A PowerPoint style presentation could be developed to highlight the programs, staff and students of your school. The presentation could be used by speakers at open houses, public forums or orientations.
- It is important that links be established between your school and the business community. Company personnel could be invited to school functions and events and invited to serve on school committees. Student groups (band, chorus) could be offered as entertainment at company functions. Student artwork could be provided to decorate offices and lobbies in company buildings.
- It is important that gifts from the city, an organization or group be promptly and properly recognized. Whether in the form of money, services or equipment, the group or individual should be recognized in as many ways as possible. (Newsletters, personal letters, athletic events, meetings and news releases.) NOTE: If money is received for an unspecified purpose, it is important that those giving the money be notified as to how the funds were used.
- One simple, yet effective way to communicate good news about your school and give employees the ammunition they need to counter negative comments is to supply each employee with a "WOW Card" listing positive news. List recent district, school, staff and student accomplishments on index cards and pass them out to staff members. If you wish, the cards may be laminated for added durability. You may also want to give cards to school volunteers, business partners or others who have frequent contact with your school. Accomplishments listed can be big, "FCAT scores are up across the District," or small, "Our fifth grade class collected over \$300 for the Humane Society." If you are unsure what items to include, hold a brainstorming session during your next staff meeting.
- Use the school's telephone "on-hold" message to promote school, student and staff accomplishments and honors.
- Bring back successful alumni as guest speakers to inspire and motivate students. Established links with alumni may also be of benefit when working on future school projects.
- Use your school's outdoor message board to promote student, staff and school achievements to the community. The board can also be used to recognize school partners and volunteers.
- In media releases and school newsletters, highlight the background of staff and honors.
- Develop a school theme or slogan for use on letterheads, newsletters, outside message board and Web site.



- Put a suggestion box in a prominent place, and encourage students, parents, staff and visitors to use it. Remember to check it often. Indicate that suggestions may be made in parents' native language.
- Develop "Question and Response Cards" and hand them out to parents and community visitors at special programs or other school activities. The cards could also be placed in public places. The cards will facilitate feedback on the school's PR efforts, and enable parents to make suggestions or ask questions.
- To encourage community members to visit your school, host a "come and see for yourself event." The event should feature student-conducted tours and student performances and academic demonstrations. Open the event to the entire community, but extend special invitations to government officials, business leaders, business partners, school volunteers, parent organization leaders, realtors, neighborhood senior citizen groups, the Superintendent and all School Board Members. Middle and high schools could also invite students and parents from feeder schools.
- Establish an "Alumni Hall of Fame" at your school. Biographical information and photos of former students could be compiled, framed and displayed in a hallway at the school. Not only would this inspire current students, visitors to the school would realize the high quality of education these former students received.
- Every effort should be made to encourage membership in parent groups.
- Every attempt should be made to draw the community into special events at the school to foster school spirit.





Challenges

Low FCAT or Other Test Scores

Your school may have made good progress in raising its grade during the most recent round of FCAT tests, but you should demonstrate to the community that you are committed to continuously improving.

It should be made clear that the help and support of parents and the community are needed to be successful. An academic task force could be formed, consisting of business and civic leaders, community members, parents, staff members and students to discuss what additional measures might be taken at the school to improve student achievement. The efforts and decisions of this group should be publicized at every opportunity.

Additional suggestions:

- Outline the specific steps being taken at your school to improve scores. Be sure that all staff members, students, parents and community members are made aware of those steps. Include the steps in the school newsletter and outline them at all school meetings. Share that information, when attending community meetings.
- Whenever administrators or staff members discuss the school's A+ grade, the importance of support from parents and the community should be stressed.
- Encourage tutoring by community members and parents. Make it a group effort.
- Celebrate other school successes—FCAT is not the only measure of a quality school.

Media Tips:

It is our hope that no Broward County School drops a letter grade or more under the state's A-plus program. However, should that happen—the local news media might be calling.

Below are some tips you may find helpful, if your school receives a lower grade:

- Never say – “No Comment” to a reporter.
 - ▶ It is acceptable to ask a reporter to allow you some time to review the data prior to being interviewed.
- Carefully review all of the data.
 - ▶ There may be bright spots, where your students performed better than the previous year - highlight the positives.
- Do not conduct an interview prior to reviewing the numbers.
- Do not blame the students for the school's lower grade.
 - ▶ School demographics are not an excuse for low achievement.
- Do not make excuses – keep all of your comments positive.
 - ▶ Instead of talking about what didn't work this year—tell the reporter what you're going to do to improve next year.



Some of the following phrases may be helpful during interviews:

- “Our school had great success in the areas we focused on” (then discuss the positives).
- “Our students have made a lot of progress – and the test scores show it – but they also identify some areas where we need a little bit of work.”
- “Next year’s school improvement plan will include special components to help us turn our weaknesses into strengths.”
- “We will continue to work hard to make this school something our students, staff and the community can be proud of.”
- “The grade we received encourages our teachers and staff to work even harder in the coming year to help all of our students achieve at their highest potential.”

Negative Perceptions

Seeing is believing. The best way to fight inaccurate, negative perceptions about your school is by getting the naysayers into your building to see for themselves. In this book, you will find numerous ways to bring members of the community, not just parents, into your school. Seeing the positive activities happening in classrooms; understanding the security measures in place; and meeting teachers and administrators firsthand will go a long way toward changing negative perceptions about your school.

In addition, every effort needs to be made to get the good news out about your school. The media needs to be effectively utilized to increase awareness, as well as to publicize good news from the school.

The principal should designate a staff member as PR liaison. That person should watch for good news and innovative teaching at the school; write press releases when appropriate (copy to Communications & Media Relations Department); and encourage media to attend school events and programs. Having a point-person will facilitate the flow of positive news to the media and encourage the development of a working relationship between the media and the school. The Communications & Media Relations Department is also available to assist school personnel in publicizing positive stories about the school.

Keep in mind that many ethnic groups have their own community newsletters, newspapers, radio and television stations. These are additional outlets for important school information and positive school news. The Communications & Media Relations Department can provide you with a list of those media outlets. If an interview is requested, media will generally ask that it be conducted in their own language.

Members of the media should be personally invited to the school. They could be invited to have breakfast or lunch with the principal and then tour the school.

Tips and techniques for effectively working with the media can be found in “Media Relations Made Easy,” a publication of the District’s Communications & Media Relations Department. Included in the booklet are sample news releases. The department also offers periodic media relations trainings. Contact HRD for training dates and times. Special training sessions can also be arranged upon request.

Your external PR efforts cannot be successful if internal PR needs are ignored. Making staff members feel appreciated, important and included will ensure that they will be advocates of your school.



Realtors Convey a Negative Image of the School to Prospective Home Buyers

Negative messages may result from the realtor's lack of knowledge about your school. A good school might be portrayed as bad by an unscrupulous realtor trying to lead a homebuyer to a more expensive area. A more expensive home means a higher commission for the realtor.

Accurate information about your school should be provided to area realtors. Realtors should be added to the school's mailing list, and they should be invited to school functions and to serve on school committees. By inviting realtors into the school, they will be able to see for themselves. This will address the lack of knowledge issue, and may also foster a feeling of "community responsibility" regarding your school among realtors.

Hold a "Realtor Appreciation Day." Invite area realtors to the school for breakfast with the principal. Provide copies of the welcome packet (see page 4). The choir or band could perform, and student council members could conduct tours of the building. The goal of "Realtor Appreciation Day" is to establish a relationship with realtors, provide them with accurate information about the school and encourage their goodwill.

Low Number of School-Business Partnerships

School-business partnerships expand the educational opportunities of students, but just as importantly they foster a positive relationship between community and school. Through partnerships, members of the business community are brought into the school where they have an opportunity to see learning taking place; bond with students, teachers and administrators; and, in turn, carry their positive impressions of the school out into the community.

Every effort should be made by your school, in conjunction with the District's Coordinator of Partners In Education, to expand current partnerships and develop new ones, including a partnership with a media outlet, if possible. (Refer to the *School Board of Broward County Online Handbook for Principals - "Developing Partnerships."*)

The District's Coordinator of Partners In Education has materials helpful in attracting and establishing new partnerships. If your school's current partnership coordinator is a teacher, here is something to consider. A teacher's schedule does not lend itself to returning phone calls and attending meetings during the business day. At most schools, an assistant principal holds this position. It is suggested that the duties of partnership coordinator be assigned to an assistant principal, or to some other person with more flexibility in their daily schedule. Contact the District's Coordinator of Partners In Education for more information.

The Partners In Education Board of Directors offer grant opportunities to schools interested in replicating proven partnerships programs. This is done through the Impact II grant program that is provided by the Broward Education Foundation. Contact the Community Involvement Department or the Broward Education Foundation for more information.

In addition to school level partnerships, the District has a large number of district level partnerships, many of which can be duplicated at the school level. The Community Involvement Department maintains relationships with all of the community's major non-profit organizations, health and human services agencies and many of the cultural institutions. These groups may be of help whether you are attempting to enhance classroom programs, after school or field trip activities, or just looking for new ways to get information about your school out to the community. For more information on which district partnerships or contacts might be appropriate for your school, contact the Community Involvement Department.



Sources

School Public Relations – Building Confidence in Education, National School Public Relations Association, 1999

Principals in the Public – Engaging Community Support, National Association of Elementary School Principals and National School Public Relations Association, 2000

School Public Relations: The Complete Book – A Source Book of Proven PR Practices, National School Public Relations Association, 1986

Leader’s Manual – School Communication Workshop, National School Public Relations Association, 1996

101 Public Relations Ideas You Can Use Now...And More!, National School Public Relations Association, 1986

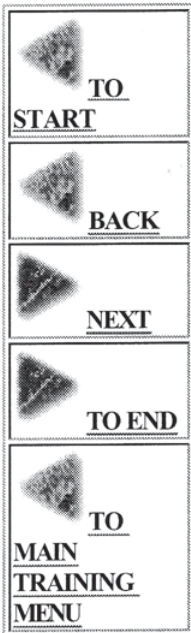
Attachments

- #1 Web page Guidelines and Policies: Policy #5306
- #2 Miramar High School Newsletter
- #3 1999-2000 School Public Accountability Report – Calusa Elementary School, Pasco County, Florida

Web Developers Forum ***Content Development***

Guidelines and Policies: Policy 5306

How Does Section 7 of SBBC Policy 5306 Impact Web Site Development?



◆Section 7 States:

7. Web Pages - School and District

a. The school and district web sites will provide information, accessible world wide, about curriculum, instruction, school-authorized activities, and/or other items related to the district's educational mission and achievements. This policy is meant to include both intranet and internet activities.

1. Purpose:

a. To provide information about the district or school to a worldwide audience.

b. To provide opportunities for students and educators to participate in the exchange of information and ideas.

2. Subject Matter:

a. All subject matter must be related to curriculum, instruction, school-authorized activities, or it should relate to the school district or schools within the district.

b. Neither students nor staff may publish personal web pages as a part of the external district web sites, nor pages from other individuals or organizations not directly affiliated with the district.

c. Student or staff work may be published only as it relates to a class project which has

been approved by the appropriate administrator.

3. Content Quality/Standards/Approval:

- a. All web pages must be approved by the appropriate administrator prior to being electronically published to the web site.
- b. All web content must be reviewed for quality, propriety, and appearance by the authorized administrator.
- c. Procedures must be established by the appropriate administrator for periodic review, update, and deletion of material.
- d. Web page naming and identification practices must be consistent with current district guidelines.
- e. Decisions regarding access to web pages for editing content or organization will rest with the appropriate administrator.
- f. No unlawful use of copyrighted materials may be knowingly used, produced, or transmitted via school and/or district equipment.

o

o



MAKING THE GRADE

MIRAMAR HIGH SCHOOL EARNS A "C" GRADE ON THE FCAT

IN THIS ISSUE

Go Fish

Principal's Perspective on learning, teaching & life

Focus on Faculty

New Educators at Miramar High

Harvard Bound

Miramar High sends 13 to the Ivy League

Fly High

MHS Aviation Magnet student flies solo

And the Winner Is...

9th grade MHS student wins Think-A-Thon

Cool School

MHS partners up with the City of Miramar

Spotlight on Sports

Winter Sports Schedule

Creative Curriculum

Small Learning Communities and Rap come to Miramar High

Teacher of the Year!

A salute to Miramar High's finest

Congratulations to the students, parents, faculty and staff of **Miramar High School**. The school achieved a "C" grade on the FCAT School Rating Scale for the 2001-2002 school year. Miramar High, along with neighboring schools, Flanagan High and McArthur High made the "C" grade for student achievement on the FCAT. The scores of Miramar High School's 10th graders increased an average of 16 points from 2001 to 2002 on the FCAT Reading. In 2001 the mean score in reading was 282, which rose to 298 in 2002. Mrs. Kay Lang, Miramar High School's Reading Coach stated, "Miramar High School's C rating was truly achieved through the hard work and dedication of the faculty and staff. Our focus was and continues to be student achievement." Miramar High School's Principal and Visionary Team Coordinators agreed, recognizing the faculty and students' accomplishment they selected the theme *Let the Learning Continue* for the 2002-2003 school year. When asked what he expected of student achievement for this school year, Principal Gordon replied, "I look forward to working with the students, teachers and staff of Miramar High School in continuing the positive gains that our students and school have accomplished on the FCAT exam." To ensure that student achievement continues to rise, Miramar High School has implemented free FCAT Camp on Saturday from 8:00 a.m. to 12:30 p.m. FCAT Camp after school on Monday, Wednesday, and Thurs. from 2:50 p.m. to 4:00 p.m. FCAT training for parents on Saturday at Patriot Family Fairs, and afterschool tutoring in math subjects from Algebra through Trigonometry. For more information on FCAT Camps and tutoring call Jeff Dudek, Assistant Principal at 437-0600.

Miramar High School
"Home of the Patriots"
 David B. Gordon, Principal

Perspective

Principal's



**Principal
David B. Gordon**



Go Fish



A new philosophy for learning, teaching & life was presented by Principal Gordon to the Miramar High School faculty. The "FISH" philosophy was developed at the world renowned Pike Fish Market of San Francisco. Through a video presentation and innovative cooperative group learning activity, Principal Gordon acquainted Miramar's faculty with the "FISH" philosophy during an early release day devoted to staff development. Teachers learned The FISH PHILOSOPHY: Play, Make Their Day, Being There, and Choose Your Attitude. Play, is about having fun, enjoying yourself, being spontaneous and creative. Life is too short to spend it frowning. Make Their Day, is about doing something special for our customers (parents & students) and co-workers. When you make someone's day, you have given them a special gift they won't soon forget. It feels good to give it. Be There, is about being totally focused on the moment and on the person or task with which you are engaged. When we are fully present with our customers and with each other we listen deeply and important opportunities (like the teachable moment) do not escape us. Choose Your Attitude, is about accepting full responsibility for all of our choices, especially our attitudes at work. A positive attitude is a decision we make, moment to moment. When asked why he chose to bring the "FISH" philosophy to Miramar High School Principal Gordon replied, "The FISH philosophy has always been a part of my life before it became a best selling book. I especially believe that each one of us in education can make their day. It really doesn't take much to let a student, fellow educator, parent or any other members of our community know that they are appreciated."

Focus on Faculty

Meet six educators new to Miramar High



Ms. Vozza is a teacher of IB German levels 2 & 3 and French levels 1 & 2. Ms. Vozza has four years of teaching experience in Broward County.



Mr. Eves is a teacher of Algebra. Mr. Eves left private industry to teach at Miramar High. He brings eight years of teaching expertise to Miramar High.



Mrs. Rodriguez returned to Miramar High to teach English, after taking some time off to be with her children. She is currently working toward a Master's degree.



Mr. Kerr-Jarrett was educated at Yale University and is teaching Drama and Journalism. In his spare time is a writer and critic for several area papers.



Ms. Williamson teaches ninth grade English Honors and Freshmen Intensive Writing. Ms. Williamson earned her degree from the Univ. of S. Florida. This is her eighth year teaching in Broward County.



Ms. Cowart teaches English, Speech, and Debate. She is a new educator. She earned her degree at the University of Massachusetts in Boston.



Miramar High School
"Home of the Patriots"
David B. Gordon, Principal



Patriot Pride

Fly High



Aspiring Astronaut Chooses Miramar High School for Aviation Magnet

Imagine being sixteen and flying solo on your birthday. That is just what Morgan Hill, a Junior at in Miramar High School's Aviation Magnet and Miramar High School's Civil Air Patrol Chapter did on August 1, 2002. The Aviation Magnet Program at Miramar High School focuses on exposing students to the many careers within the aviation field. Students learn Meteorology and to build aircraft models as part of the engineering component of this program. Students also have the opportunity to learn basic piloting skills on flight simulators right in the classroom. The program also places emphasis on the history of aviation and the role it plays in modern society and economics. Morgan has been interested in flying since he was a young child. He chose Miramar High over his neighborhood school, South Plantation, so that he could attend the Aviation Magnet which he believes gives him an advantage that most aviators only gain once they are in college. He hopes to earn his pilot's license on his next birthday and has logged 50 hours toward this goal. His long-range goal is to become an astronaut.

And The Winner Is...



Miramar High Student Wins Think-A-Thon

Stephanie Guedj, a Freshman at Miramar High School won the 4th Annual Kids Voting Broward Think-A-Thon. Stephanie earned pledges for each hour she studied to win this event. Stephanie is enrolled in Miramar High School's International Baccalaureate (I.B) Magnet. This is a challenging program admitting only students with a 3.0 Grade Point Average or above (on 4.0 scale) and those who score in the 90th percentile or above on the Reading and Writing portions of the FCAT. 176 students are enrolled in the program at Miramar High School. Stephanie chose Miramar High School over her neighborhood school, Flanagan High, with the dream of earning an I.B. diploma. This would then allow her to enter college as a sophomore. When asked how she felt about her decision to come to Miramar High School now that she has been enrolled for one quarter, she stated, "So far it is nothing like I heard, all the students are really nice." Stephanie is still undecided as to what career she would like to pursue. We know she will be a success at what ever she chooses.

Harvard Bound

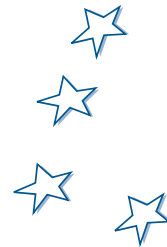
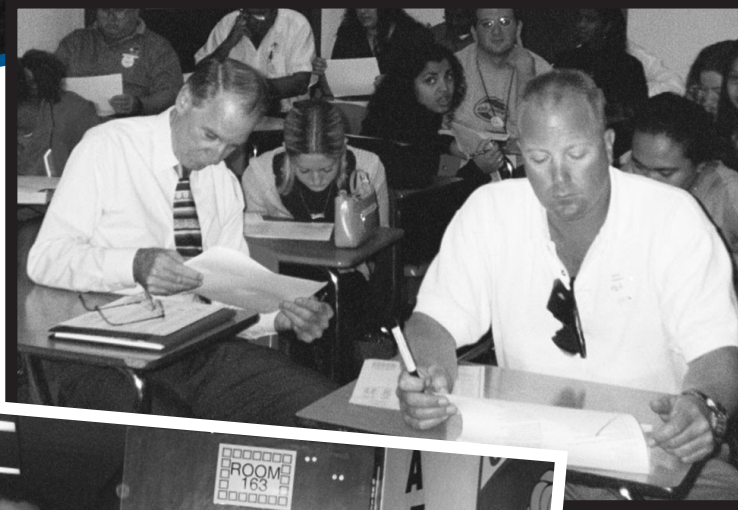
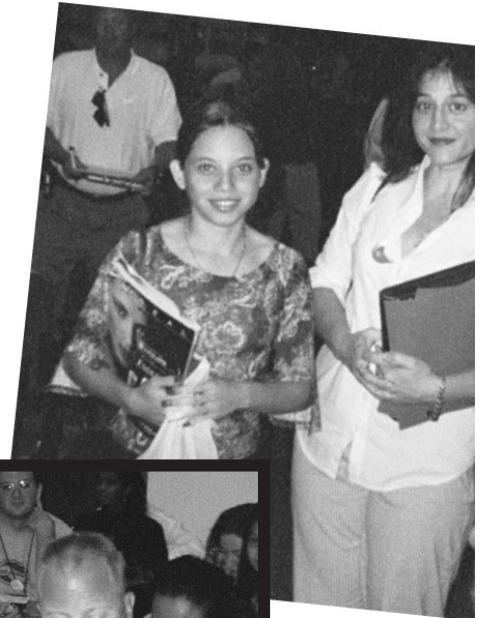


MHS students in Ivy League Colleges

Mr. Ira Kaminsky, Miramar High School's Science Department Chairperson believes Miramar High School's success in sending students to Ivy League colleges has to do with the access Miramar High School's students are afforded during a yearly field trip to Ivy League Colleges. Students attending Mr. Kaminsky's field trip this year will visit Princeton, Columbia, Westpoint and New York University from December 5, through December 9, 2002. When students were quizzed as to why Miramar High School's students, like Samantha Bent and Rachel Pierre (Harvard graduates pictured above) select and are accepted at prestigious universities, they replied, "We have teachers like Mr. Kaminsky that care about us, he is the driving force behind us." Mr. Kaminsky sites an example from a recent trip regarding the impact of the trips on students, "When we walked in to the cathedral at Princeton, one student said to me that she could only dream of going to a college like Princeton, which made me ask her why not, why can't you go?" And she did.

COOL SCHOOLS

Miramar High School is a cool school! A collaboration between Mayor Mosley, Phil Rosenberg, City of Miramar HRD Leader and Principal Gordon resulted in an expansion of the city-school partnership and the creation of *A City Goes To School Day*. Managerial level city employees shadowed a student at Miramar High School to experience a day in the life of a high school student. After an introduction and brief overview of the school's programs and achievements Principal Gordon sent the students and their shadows to class.



Want to mentor or volunteer?
High School, 437-0600. Ment



COOL SCHOOLS HAVE COOL PARTNERS

The city employees spent the day taking advanced placement test, eating lunch in the school cafeteria and getting to know Miramar High School's wonderful students. It is the hope of Principal Gordon and the students that the partnership, the mentoring, and the volunteering will not end with the last bell. The City of Miramar and Miramar High School plan to match up the participants and their shadows again.



Call Deborah Davey at Miramar
oring takes only 2 hours a week.

TOOHOS TOOD

SPECIAL THANKS TO THE CITY OF MIRAMAR FOR A COOL EXPERIENCE



SPOTLIGHT ON SPORTS



BOYS' SOCCER

DATE	H/A	OPPONENT	LOCATION	PM TIME
11/13 & 14	AWAY	PRE-SEASON TOUR	H. HILLS	4:00
11/19/2002	AWAY	S. PLANTATION	S. P.	7:00
11/21/2002	HOME	MC ARTHUR	MIRAMAR	7:00
11/26/2002	AWAY	CYPRESS BAY	C.B.	4:00
12/3/2002	AWAY	WESTERN	WESTERN	7:00
12/5/2002	HOME	COOPER CITY	MIRAMAR	7:00
12/10/2002	HOME	FLANAGAN	MIRAMAR	7:00
12/12/2002	AWAY	STRANAHAN	STRANAHAN	4:00
12/16/2002	HOME	S. PLANTATION	MIRAMAR	7:00
12/19/2002	HOME	NOVA	MIRAMAR	7:00
1/7/2003	AWAY	MC ARTHUR	MCARTHUR	7:00
1/9/2003	HOME	CYPRESS BAY	MIRAMAR	7:00
1/10/2003	HOME	COOPER CITY	MIRAMAR	7:00
1/13/2003	HOME	WESTERN	MIRAMAR	7:00
1/16/2003	HOME	COOPER CITY	MIRAMAR	7:00
1/21/2003	AWAY	FLANAGAN	FLANAGAN	4:00
1/27/2003	AWAY	HALLANDALE	HALLANDALE	4:00
1/28/2003	HOME	DILLARD	MIRAMAR	7:00
1/30/2003	AWAY	BOYD ANDERSON	B.A.	7:00

GIRLS' SOCCER

DATE	H/A	OPPONENT	LOCATION	PM TIME
11/19/2002	AWAY	S. PLANTATION	S. PLANTATION	5:00
11/21/2002	HOME	MC ARTHUR	MIRAMAR	5:00
11/26/2002	HOME	CYPRESS BAY	MIRAMAR	5:00
12/3/2002	AWAY	WESTERN	WESTERN	5:00
12/5/2002	HOME	COOPER CITY	MIRAMAR	5:00
12/10/2002	AWAY	FLANAGAN	FLANAGAN	4:00
12/12/2002	HOME	STRANAHAN	MIRAMAR	7:00
12/16/2002	HOME	S. PLANTATION	MIRAMAR	5:00
12/19/2002	AWAY	NOVA	NOVA	5:00
1/7/2003	AWAY	MC ARTHUR	MC. A	5:00
1/9/2003	AWAY	CYPRESS BAY	CYPRESS BAY.	4:00
1/10/2003	HOME	COOPER CITY	MIRAMAR	5:00
1/13/2003	HOME	ELY	MIRAMAR	5:00
1/14/2003	HOME	WESTERN	MIRAMAR	5:00
1/16/2003	HOME	COOPER CITY	MIRAMAR	5:00
1/21/2003	HOME	FLANAGAN	MIRAMAR	7:00
1/27/2003	HOME	HALLANDALE	MIRAMAR	7:00
1/28/2003	AWAY	DILLARD	DILLARD	5:00
1/30/2003	AWAY	B. ANDERSON	B.A.	5:00



**GO
PATRIOTS**

GIRLS' BASKETBALL

DATE	H/A	OPPONENT	LOCATION	PM TIME
11/20/2021	HOME	DR. KROP	MIRAMAR	7:30
11/26/2002	HOME	PLANTATION	MIRAMAR	6:00
12/3/2002	AWAY	DILLARD	DILLARD	6:00
12/5/2002	HOME	ELY	MIRAMAR	6:00
12/6/2002	HOME	S. BROWARD	MIRAMAR	6:00
12/10/2002	HOME	HOLLYWOOD HILLS	MIRAMAR	6:00
12/12/2002	AWAY	FLANAGAN	FLANAGAN	6:00
12/13/2002	HOME	MC ARTHUR	MIRAMAR	4:00
12/16/2002	AWAY	CYPRESS BAY	CYPRESS BAY	6:00
12/17/2002	AWAY	COOPER CITY	COOPER CITY	4:00
12/19/2002	AWAY	CHRISTMAS TOUR	MIAMI EDISON	N/A
12/27/1930	AWAY	CLASSIC TOUR.	PT. ST. LUCIE	N/A
1/9/2003	AWAY	S. BROWARD	S. BROWARD	6:00
1/11/2003	HOME	DEERFIELD	MIRAMAR	6:00
1/16/2003	HOME	CARDINAL GIBBONS	MIRAMAR	6:00
1/17/2003	AWAY	HOLLYWOOD HILLS	H. HILLS	6:00
1/18/2003	AWAY	HALLANDALE	HALLANDALE	4:00
1/23/2003	HOME	COOPER CITY	MIRAMAR	4:00
1/24/2003	AWAY	MC ARTHUR	MC ARTHUR	4:00
1/28/2003	HOME	NOVA	MIRAMAR	6:00
1/31/2003	AWAY	DEERFIELD	DEERFIELD	6:00
2/1/2003	HOME	HALLANDALE	MIRAMAR	4:00
2/4/2003	HOME	S. PLANTATION	MIRAMAR	6:00

BOYS' BASKETBALL

DATE	H/A	OPPONENT	LOCATION	PM TIME
11/25&27	HOME	PRE-SEASON CLASSIC TOUR.	MIRAMAR	6:00
12/3/2002	HOME	DILLARD	MIRAMAR	6:00
12/5/2002	AWAY	ELY	ELY	6:00
12/6/2002	AWAY	S. BROWARD	AWAY	6:00
12/10/2002	AWAY	H. HILLS	H. HILLS	6:00
12/12/2002	HOME	FLANAGAN	HOME	6:00
12/13/2002	HOME	MC ARTHUR	MIRAMAR	6:00
12/16/2002	HOME	CYPRESS BAY	MIRAMAR	6:00
12/17/2002	AWAY	COOPER CITY	COOPER CITY	6:00
12/26/2027	AWAY	MARTIN COUNTY TOUR.	STUART	N/A
1/2/2003	AWAY	HOLIDAY TOUR.	BAHAMAS	N/A
1/7/2003	HOME	ST. THOMAS	MIRAMAR	6:00
1/9/2003	HOME	S. BROWARD	MIRAMAR	6:00
1/11/2003	AWAY	DEERFIELD	DEERFIELD	6:00
1/16/2003	AWAY	C. GIBSON	C. GIBSON	6:00
1/17/2003	HOME	H. HILLS	MIRAMAR	6:00
1/18/2003	AWAY	HALLANDALE	HALLANDALE	6:00
1/23/2003	HOME	COOPER CITY	MIRAMAR	6:00
1/24/2003	AWAY	MC ARTHUR	MCARTHUR	6:00
1/28/2003	AWAY	NOVA	NOVA	6:00
1/31/2003	HOME	DEERFIELD	MIRAMAR	6:00
2/1/2003	HOME	HALLANDALE	MIRAMAR	6:00
2/4/2003	AWAY	S. PLANTATION	S. PLANTATION	6:00
2/7/2003	HOME	DEERFIELD	HOME	6:00

WRESTLING

DATE	H/A	OPPONENT	LOCATION	PMTIME
11/26/02	AWAY	MCARTHUR/FLANAGAN	MCARTHUR	5:00
12/4/02	AWAY	DILLARD/HOLLYWOOD HILLS	DILLARD	5:00
12/6-7TH 8:00AM	AWAY	LANDO LAKES	LANDO LAKES	
12/18/02	HOME	GIBBONS	MIRAMAR	6:30
12/18/02	HOME	PIPER	MIRAMAR	5:00
1/8/03	HOME	HALLANDALE/SOUTH BROWARD	MIRAMAR	5:00
1/15/03	AWAY	TARAVELLA/STRANAHAN	TARAVELLA	5:00
1/24/03	BCAA COUNTY CHAMPIONSHIP		N/A	N/A
1/29/03	AWAY	FT. LAUDERDALE	FT. LAUDERDALE	6:30
2/1/03	OLYMPIC HEIGHTS INVITATIONAL		N/A	N/A
2.5.03	AWAY	NORTHEAST	NORTHEAST/COOPER CITY	5:00

Miramar High School
"Home of the Patriots"
 David B. Gordon, Principal



CREATIVE CURRICULUM

Smaller Learning Communities

Miramar High School is the recipient of a Smaller Learning Community Grant. The theme of the grant is to focus the school's program on the "whole" student as opposed to focusing solely on academics. Students' academic education will be enhanced through real-world experiences, engaging curriculum, and opportunities for reflections based on students' areas of interest. The 2002-2003 school year will be used primarily to develop the program which will be implemented concurrent



with the opening of the 2003-2004 school year. Students will select one of the five following academies: Academy of Science and Applied Technology, Academy of Government, Law and Public Service, Academy of Travel and Global Studies, Academy of Communication and Fine Arts, and the Academy of Business and Finance. To assist in the planning and implementation, Principal Gordon named Jerry Schrader, long time Miramar High School Assistant Principal, as the Grant Coordinator. Five of Miramar High School's finest teachers were chosen to lead the academies.



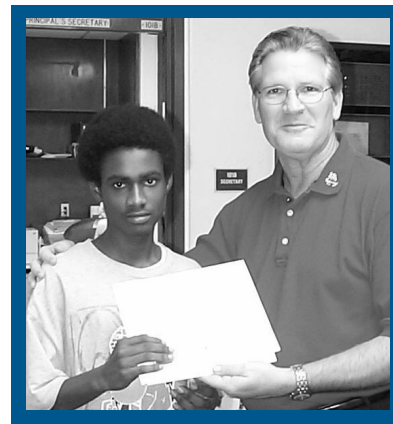
Principal recognizes Ms. Thompson for promoting reading.



Students reading during sustained silent reading, part of the RAP program.

Rap On!

RAP (Reading, Asking and Answering Questions, & Paraphrasing) is Miramar High School's sustained silent reading program. Students engage in silent reading every Monday and Friday in every class. Students choose their own reading material and read silently. After the reading session they ask questions and answer them to check their comprehension. They also use Paraphrasing to check their comprehension. In recognition of the reading program, Principal Gordon salutes an outstanding teacher and student each week for their participation in RAP. Recognized teachers and students receive a certificate, have their picture taken with the principal and are herald throughout the school during morning announcements for their achievement. Students also receive a gift certificate to Boomers.



Miramar High School
"Home of the Patriots"
David B. Gordon, Principal



Teacher of the Year

Ms. Debra Bernstein was selected by her peers as Teacher of the Year at Miramar High School. Ms. Bernstein teaches English and serves as the Language Arts Department Chairperson. To listen to her speak about her profession or to watch her work with her students is to truly understand why Miramar High School's faculty chose her as Teacher of the Year. So in her own words, Debra Bernstein on teaching and learning.

"Teaching is a privilege and joy. With this privilege comes enormous responsibility. As a high school teacher I feel responsible to maintain an environment, both within my classroom and throughout the school, that stimulates, challenges, and nurtures students, while preparing them for the future. I strive to strengthen and improve the teaching profession by constantly working to enhance my own knowledge base and skills as an educator, as well as by sharing knowledge and best practices



with my peers. In addition, I try to infect those around me with the passion that I feel for education, as well as the pride that I take in being a teacher.

My philosophy of teaching is founded upon respect, as well as the idea that all students can and want to learn. The challenge in modern education lies in bringing all students to realize the value of knowledge and the power that it bestows in them. I respect my students, therefore I create an environment that is safe and intellectually stimulating for them to flourish within. I encourage them to assume responsibility for their education, and to expect high quality instruction when they enter a classroom."

Congratulations Ms. Bernstein from the students, faculty, and staff of Miramar High School. We are proud to have you represent us as our Teacher of the Year.

This newsletter was produced by Deborah Davey, Assistant Principal

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation.



**Miramar High School
3901 Douglas Road
Miramar, Florida 33025**

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO. 981
SO. FL. FACILITY



1999 - 2000 School Public Accountability Report

Calusa Elementary School

Principal: Chris Dunning

The purpose of this report is to inform the citizens of Florida about the status of the state's public school system and is required by the State Board of Education.

A Message from Superintendent John Long, Ph.D.

As superintendent my first priority is to provide quality educational programs and resources for our students so they can learn and achieve at high levels. I am proud to report that our students showed tremendous learning gains during the 1999-2000 school year.

The assessment of student progress is continuous and is based on information gathered from a variety of sources. One of the best sources of information is the classroom teacher. The teacher can provide you with a broad picture over time using a variety of measures. Another source is the Florida Comprehensive Assessment Test (FCAT). As part of the Governor's A+ Plan, 95% of our schools received letter grade designations of "C" or better, 7 of them achieved "A's", and 16 of them improved by one letter grade or more. Our students performed at or near the national average in reading and above the national average in mathematics using the Stanford Nine at Grade Two, and the state's new norm referenced test in grades three through ten.

In our district, educational opportunities for high school students are expanded through advanced placement courses and college dual enrollment options. The International Baccalaureate Diploma Program offers students a rigorous program of studies and is widely accepted at universities and colleges throughout the world. Academically challenging, these programs give our students a great head start on their future.

Our schools are safe places for children. The Pasco County School Board implements a Zero-Tolerance policy for drugs, weapons, and violence. This policy mandates severe consequences (suspension or expulsion) for specific offenses. Violence will not be tolerated. Preventive safety measures are being implemented to keep every school safe and orderly. The visible presence of School Resource Officers on all secondary and several elementary campuses enhances the proactive nature of the district's prevention efforts. School safety is the responsibility of the entire community; let's work together to keep our schools safe so our children can focus on learning.

For the 2000-2001 school year, there have been significant improvements and additions to the student dress code. Appropriate student dress has a positive impact on student learning and behavior, and the overall school climate and morale. High standards of expectation for student dress help send the message to students that school is an important place.

Parental involvement makes a significant difference in a child's success, so become active in your child's school. I feel confident that our students will have a productive year. ***Thank you for your time.***

Our District Vision

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.



Message from the Principal

We are very proud to have been recognized as both a Five Star School and a Golden School Award recipient. The school facility has continued to be enhanced with a variety of physical improvements. More importantly, however, the school programs have been further developed to provide the most appropriate academic setting for our students. Calusa has made great strides toward more inclusive multi-age and multi-grade classes and a variety of small group interventions have been implemented to assist students with their academic areas of need. To further reach out to our families, we have increased our communications between home and school through newsletters and evening activities. Numerous family nights were conducted to provide support and training to families on best practices to use at home with their children. It has always been our belief that the stronger the ties between the family and school, the more successful the students will be.



School Vision Statement

Calusa Elementary School teachers, staff, administration, parents, and community members believe that, together, it is our responsibility to educate children academically, socially, and morally, in order to develop self-confident, productive and responsible members of and for our community.

Goal 1: Readiness to Start School

Communities and schools collaborate to prepare children and families for children's success in school.
All kindergarten students were observed in the classroom. The following is the number and percent of evaluated kindergarten students who met the state's expectations for readiness.

Number Evaluated	Number Ready	Percent Ready		
		School	District	State
131	97	74.0%	81.7%	82.7%

Goal 2: Graduation Rate

Goal 2 information is not reported or applicable at the elementary level.

Goal 3: Student Performance

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Florida Comprehensive Assessment Test

The FCAT measures student performance in writing, reading, and mathematics and assesses the skills prescribed by the Sunshine State Standards.

Writing Assessment Grade 4 (Tests are scored from 0 to 6.)

Number Tested	School Average	District Average	State Average
143	3.0	3.1	3.2

FCAT Sunshine State Standards Test (SSS) (Scale scores range from 100 to 500.)

	Number Tested	Mean Scale Score		
		School	District	State
Reading Grade 4	144	279	294	293
Mathematics Grade 5	152	301	312	314

FCAT Norm-Referenced Test (NRT) (Percentiles range from 1 to 99.)

The FCAT NRT measures student achievement on a test that was given to a national sample of students. Percentile scores show a student's performance in relation to students of a similar age in a national sample.

	Number Tested	Median National Percentile Rank		
		School	District	State
Reading Grade 2 (SAT 9)	147	48	52	NA
Mathematics Grade 2 (SAT 9)	146	53	56	NA
Reading Grade 3	144	38	49	49
Mathematics Grade 3	142	39	51	56
Reading Grade 4	144	50	56	56
Mathematics Grade 4	143	42	53	57
Reading Grade 5	149	42	48	45
Mathematics Grade 5	149	55	63	63

NOTE: Test scores should not be used as a single source of measurement to draw absolute conclusions about student learning and student performance. For more detailed information, contact your school's principal.

Goal 4: Learning Environment

School boards provide an environment conducive to teaching and learning.

Climate / Parent Survey

At Calusa Elementary, the Satisfaction Survey was administered to all families and returned by nearly 70%. Important elements noted were the observation of the school's actual facilities which received a 90% satisfaction rating and that 89% of the families believed that the teachers encouraged their children to do their best work in school. It was also wonderful to read the many comments that were returned with the survey which helped provide feedback. One such reply was, "Calusa is the best elementary school. I'm so glad that my children attend this school". Comments like this along with the overall satisfaction rating for Calusa by its families being at 86%, help us to know that the students and their families have confidence in the education their children are receiving at Calusa Elementary. However, most importantly, it was delightful to see that the students' feelings toward Calusa Elementary School showed that 93% of the children enjoyed being at our school.

Attendance

11 - 20 Days Absent: **250**

21+ Days Absent: **97**

School	District	State
22.2%	20.5%	18.9%

School	District	State
8.6%	7.2%	6.2%

Students with good attendance perform better in school.

Other Data

October Membership:
Total Students **827**

Enrollment: **1,127**
All Students, All Year

Percentage of students on
free or reduced price lunch: **49.7%**



Goal 5: School Safety

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.

Number of incidents of unlawful activity and violence, including weapons violations, vandalism, substance abuse, harassment, and other incidents occurring on campus, on the bus, or at school-sponsored activities.

School	District	State
2	1,705	174,338

Goal 6: Teachers and Staff

The schools, districts, and state ensure professional teachers and staff.

Total number of teachers: 48 Number of newly-hired instructional staff members and administrators at this school: 9 Number of out-of-field teachers in 1999 - 2000: 0	Percent of instructional /administrative staff who were newly hired in 1999 / 2000:				
		School	District	State	
		17.6%	19.7%	16.6%	
	Degree Level of Teachers				
		School	Percentage	Districtwide	Statewide
	Bachelor's Degree	32	66.7%	72.1%	67.5%
	Post-Graduate Degree	16	33.4%	27.9%	32.5%
	Teachers, administrators, and staff who received a satisfactory evaluation in 1999 - 2000:				
		Number	Percentage		
	Teachers/Staff	50	100.0%		
Administrators	2	100.0%			
Average days of absence for teachers and school administrators: <i>(Includes personal leave, sick leave, and temporary duty elsewhere)</i>					
	School	District			
Teachers	7.4	8.8			
Administrators	1.5	7.1			

Goal 7: Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

Number of adult students earning a state of Florida high school diploma either by earning credits and passing the High School Competency Test or the General Education Development Test (GED): **458**

Goal 8: Parental Involvement

Communities, school boards, and schools provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

School Advisory Council Membership:

Membership Group	Number	Percentage	Race/Ethnic Group	Number	Percentage
Parent	8	44%	White	17	94%
Business/Community	3	16%	Black	0	0%
Teacher	5	28%	Hispanic	1	6%
Educational Support	1	6%	Asian	0	0%
Principal	1	6%			

Summary of School Improvement Plan Results

The focus of the CIP was, on the development of the students' reading and math abilities, along with a strong concentration on increasing their Science background knowledge. Many of the students have shown extensive growth in Reading and Math, while at the same time, our students achieved high honors in Science, at the district's Young Inventor's Fair. A commitment was made to create additional partnerships with the Calusa families and community through business partnerships, expanded communications, and by providing enhanced services for our families. Parents were given information and local preschools were provided with the same information regarding early intervention programs that could be used to enhance children's academic skill development. All in all, Calusa Elementary has continued to progress academically and socially. The school has worked thoroughly through the Continuous Improvement Plan and made great strides in a variety of areas.



Lottery Dollar Expenditure Data

Funds received from Educational Enhancement Trust Funds (Lottery) in 1999 - 2000:

Pasco County received: \$2,976,386.00
Represents \$64.12 per student

Amount distributed to schools: \$459,070.00
Represents \$10.00 per student

Our school received: \$8,810.00
Represents \$10.00 per student

School Grade

Our school was assigned the grade of **C**

The grade categories were:

- A** - for schools making excellent progress
- B** - for schools making above average progress
- C** - for schools making satisfactory progress
- D** - for schools making less than satisfactory progress
- F** - for schools failing to make adequate progress

School Financial Report

The 1999 - 2000 budget for all funds in the district included a general Operating Fund of \$275,734,577.00.

Curriculum and Staff Development 3.88%
\$10,063,648.00

District Services 3.42%
\$8,890,358.00



School Level Services 92.70%
\$240,554,551.00

A more detailed report (the SACR - School Advisory Council Report) is available in the school office for review.

Calusa Elementary School

7520 Orchid Lake Road
New Port Richey, FL 34653
(727) 774-3700 or (813) 794-3700



The School Board of Broward County, Florida

Carole L. Andrews, Chair
Stephanie Arma Kraft, Esq., Vice Chair

Judie S. Budnick
Darla L. Carter
Beverly A. Gallagher
Robert D. Parks, Ed.D.
Marty Rubinstein
Lois Wexler
Benjamin J. Williams

Dr. Frank Till, Superintendent of Schools

Dr. Nancy G. Terrel, Assistant Superintendent
Communications, Strategic Planning and Community Involvement

Keith Bromery, Director
Communications & Media Relations

www.browardschools.com

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine, TTY 754-321-2158.