



Executive Summary Template School Accreditation

2017-2018

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section. Transfer completed narratives into the corresponding sections of the Executive Summary found online in ASSIST.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Miramar Elementary is located in east Miramar in a predominantly African-American, lower socio-economic community. Founded in 1957 and housed in the current facility since 1993, Miramar serves approximately 650 students in grades Pre-Kindergarten through Fifth Grade of the following demographic make-up: 68% Black/African American, 27% Hispanic, less than 1% White/Caucasian, 3% Multi-racial, 2% Asian, 1% Native American or Native Indian, and less than 1% Native Hawaiian or Pacific Islander. Ninety-eight percent of the students are economically disadvantaged receiving free or reduced-priced lunch. There are 54 instructional staff members; 31% African American, 22% Hispanic, and 46% White/Caucasian of which 82% are highly qualified and 33% have advanced degrees related to education. One percent are first year teachers, 11% have one to five years of teaching experience, and 74% have six or more years of teaching experience.

We face a variety of challenges. The beginning of the year Reading assessments indicate that more than half of the students in grades one through three entered their grade level reading below grade level. Additionally, parental involvement is limited. Many students come from single parent homes and work multiple jobs to make ends meet; therefore are unable to attend functions at school. Another contributing factor to the limited parental involvement is that 26% of our students and their families speak a language other than English at home.

We have measures in place to help us overcome the challenges we face. Through the Response to Intervention process the teachers, reading coach, guidance counselor, ESE specialist, administration, and parents meet to discuss the strengths and weaknesses of struggling students.

Together the team determines the appropriate interventions to meet the needs of the student. The team meets monthly to determine progress and the next steps. Instructional coaches also work with small groups of students providing additional supports in reading, math, and writing. Finally, paraprofessionals are trained in the use of specific interventions and work with students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students

School's Purpose:

At Miramar Elementary we strive to educate the total child. Not only do we focus on academic achievement, but we also tend to the social-emotional needs of the child.

School's Mission:

Miramar Elementary school is dedicated to providing a safe and secure learning environment that empowers and equips each learner to excel academically through a rigorous curriculum.

School's Vision:

The vision of Miramar Elementary school is to maintain high academic standards all the time without fail and to equip all students with the necessary tools so that they can become lifelong learners and productive citizens.

Miramar Elementary offers our students a digital five program to enhance education far beyond the regular classroom setting. We are expanding our digital program and are headed to becoming a digital four school. This will lead our children to commit to high expectations for learning as well as shared values and beliefs about teaching and learning in the 21st century.

For our Reading curriculum, our staff utilizes many resources beyond the district mandated tests. We use novels, various non-fiction periodicals, technology programs and instructional websites as well as teacher created centers based on standards. For our reading intervention we use the Quick Reads, Super QAR, programs to provide phonics, fluency and/or reading comprehension assistance to targeted students. In science, instructors use Science Fusion, online virtual labs, journals and hands-on experiments to support the science curriculum.

Our math curriculum also goes beyond the district mandated book, which is Go Math!. We supplement math with programs like Calendar Math, Everglades Math, Engage New York, math journals and Ready Resources.

There has been a shift into integrating the curriculum across all subject areas as well as a focus of teaching to the standards. Teachers are starting with the standards and creating their lessons and activities to best teach what the students need to learn. This method allows for the students to build on the standards each year to be proficient. By adapting this method there has

been growth in all subject areas. Students are more prepared for the following grade, which allows teachers to expand on critical thinking skills and prepare them for quality education. By teaching the standards it allows teachers to create a more rigorous lessons and units to challenge the students in new ways. Teaching to the standards also better allows for the integration of the curriculum. Teachers are able to pull standards for each subject area to design their lessons.

The major shift into integrating the curriculum has proven to be beneficial to students and teachers. Teachers are reading informational science and social studies text during their reading blocks and using math skills throughout the entire day. Journals have also been implemented which helps with the integration. Students are reading and writing during each subject area and demonstrating what they have learned through their interactive journals. Our concentration in writing has shifted to providing students with more rigorous writing instructions, focusing on nonfiction texts and topics, writing across the curriculum, and using text-based evidence to respond to writing prompts and questions. These writing skills are no longer being used just in the writing block but for all subject areas.

Another major change has been the emphasis on a balanced literacy program. Kindergarten through fifth grade teachers are using guided reading and are all required to have centers that are differentiated in reading. The centers are based on the standards that the students are learning in the current week as well as a spiral review of the standards previously taught. Each center provides rigorous activities for the students to challenge themselves and participate in critical thinking. Teachers are using science and social studies text in their reading centers to provide more exposure to informational text. Teachers are also including a writing component in their literacy centers. In addition to centers in reading teachers are also required to have differentiated centers in math. A natural accompaniment to centers is the opportunity for small group instruction. Another focus this year is creating a balanced reading program. Teachers pull small groups for reading and math to provide remediation to close the gaps as well as enrichment to further the learning of those who are able to move at a faster pace. The groups are fluid, which allows the teachers to change the make-up of the groups based on the standards. Small group allows for students to receive direct instruction and extra practice. By pulling small groups teachers are able to better focus their energies and get more “bang for their buck.” Teachers are beginning to realize the fruits of their labor as students have demonstrated growth in the performance on formative and summative assessments.

In order for teachers to be able to teach to the best of their abilities, they are provided with a plethora of opportunities to attend professional development. Teachers have attended Lucy Calkins trainings to focus on writing in all subject areas, guided reading trainings to focus on small group reading instruction, science and math journals trainings to focus on implementing reading and writing into all subject areas, and many more. Teachers are also engaging in professional development after school hours in order to implement a successful guided reading program. The professional development they are afforded allow them to take what they have learned and implement them into their lessons and activities. It is apparent that these trainings are helping these students reach their full potential. Additionally, teachers have a better

understanding of what they need to be teaching and are sharing best practices with each other. Teachers are given many opportunities throughout the year to attend a variety of trainings.

Data plays a crucial role in creating lessons and activities. Teachers routinely administer formative assessments to track students' progress and reflect on teaching and learning. This helps teachers differentiate instruction, as well as, help create their small groups. In addition to professional development, teachers monitor data through the use of a school created spreadsheet, which allows for the comparison of data within the class and grade level. Teachers discuss trends in the data during Professional Learning Communities and best practices. Additionally, administration reviews the data monthly and meets with teachers to discuss the trends in their class as compared to the grade level and school's expectation.

Not only do we use the discipline matrix, teachers implement/reinforce their classroom behavior management plans that align with the school-wide positive behavior plan: S.M.A.R.T rules throughout the day (**S**peak in a proper tone of voice, **M**ove quietly and properly, **A**lways do your best work, **R**espect yourself and others, and **T**hink before you act. In addition, teachers are provided resources and supports to address individual student behaviors. Teachers build relationships with their students through community meetings, use of character education curriculum and with the help of the school guidance counselor who visits classrooms and speaks to select students in a small group setting. Another crucial component is the parent-teacher relationship. Teachers are also working on building a positive relationship with parents to be able to discuss their child's progress and behavior.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Miramar has increased their letter grade from a D to a C and maintained the C while increasing the number of points earned. Many of the changes in the last three years have helped increase student achievement and ultimately the school grade. In the last few years, all teachers have received a new laptop, a mimeo, smartboard, and a document camera. In addition in grades K-2 the ratio for student laptops is 3 to 1 and in third, fourth, and fifth grades the ratio is 1 to 1. Now students can access online programs such as iReady to practice skills that need remediation or participate in enrichment activities. Students are more actively engaged in their own learning. The computers also make it easier for teachers to track student progress.

Although Miramar Elementary is continuing to show growth there are many things we can continue to work on. Even though the teachers are teaching the standards, teachers need to work together to deconstruct the standards, develop rubrics based on the standards, and design engaging lessons that break down the standard into digestible bites for students. By better understanding the standards, integrating the curriculum will become significantly easier. We continue to engage in conversations regarding student data and using this data correctly. As more instructional staff become "tech savvy" and attempt to incorporate the use of (interactive)

technology into their daily lessons, students will be more authentically engaged. The more students are engaged, the more teachers will want to use technology. Behavior is another aspect that we continue to improve upon. Teachers use daily agendas to inform parents of the child's day, both positive and needing improvement. We are working to involve more parents by providing flexible conference times for working parents, celebrating successes with night events like Student of the Month, off campus events and of course Honor Roll Assemblies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The new PTA board is working to support the school in its academic efforts. They are working with the staff to try and raise money for supplemental items for the school. They are also working to help communicate with the parents when the school is sponsoring academic nights for parents and students. The school works with organizations to provide on campus volunteers as well as on campus mentors. Miramar Elementary is proud to host three Grandmothers from the Foster Grandparent program. These spectacular individuals take time daily to support our kindergarten teachers and students in various ways. On any given day you can find them working with individual students to increase their reading and math fluency as well as building their self-esteem through social interactions. They are the extra eyes, ears and arms when a teacher is implementing lessons and or other activities. We are also delighted to host a Mentor from the District Mentor program. Our mentor has been supporting us for over 10 years and takes the time to come out weekly and make positive connections with students he works with. On any given day you can find him playing chess, throwing a football, tossing a basketball or just helping with schoolwork. He spends time getting to know each mentee and their unique personal situations so he can make the most positive impact on each student he mentors. With these two programs Miramar Elementary is able to give a little extra attention to our students so they can feel successful and empowered.

The increase in technology has also created a new avenue for teachers. Students access online programs such as iReady to practice skills that need remediation or participate in enrichment activities. These laptops allow for remediation, enrichment, research, and projects. Students are more actively engaging in their own learning. This also makes it easier for teachers to track student progress. Technology is also important for our ESE population. Many ESE students access a tablet to work on the skills they are deficient in per their Individual Education