MIAMIBEACH SENIOR HIGH SCHOOL

School Improvement Report
for
Southern Association of Colleges and Schools
Council on Accreditation and School Improvement

"Next Generation of
Accreditation and School Improvement"

January 30 - 31, 2012

Principal: Dr. Rosann Sidener

Chairperson: Dr. Alvin G. White

Miami Beach Senior High School, 2231 Prairie Avenue - Miami Beach Florida 33139

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Mrs. Ana Sevillanos
Small Learning Communities Coordinator

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Committee Members: Entire Staff

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SACS CASI - EXECUTIVE SUMMARY

SECTION 1: INTRODUCTION

"Vision animates, inspires and transforms purpose into action." - Warren Bennis

Miami Beach Senior High is located at the heart of South Beach, uniquely located amongst this country's most prominent tourist destination. Miami Beach Senior High, known as the home of the "Hi-Tides" finds itself nestled in the midst of multi-million dollar homes, extravagant shops, sprawling beaches, and exotic restaurants.
Miami Beach Senior High's vision is that students "develop a culture of success by nurturing life-long learning" along with "values conducive to active participation in the global community." The administration, staff and community work hand in hand in order to help students succeed and accomplish these goals.

OUR SCHOOL'S MISSION:
"The mission of Miami Beach Senior High School is to provide a safe and stimulating learning environment and a rigorous curriculum, while instilling integrity, respect and self-esteem, enabling all students to achieve personal success."

Beginning in spring 2011, the Principal, Dr. Rosann Sidener, guided the Curriculum Council to devise a plan that included all members of the school community in the process of revising the school's vision and mission statements. The entire faculty and staff evaluated their beliefs regarding the priorities of schooling using a self created tool. The faculty discussed how the mission could be made relevant and compelling for the future of school-wide initiatives, including a recently authorized International Baccalaureate Diploma Programme, plans to apply for recognition as an AVID (Advancement Via Individual Determination) National Demonstration School, efforts to increase access to advanced academics and college readiness. Together they dissected the mission statements of integral programs incorporated in the school and its environment to ensure that the school's mission aligned with the missions of the Miami-Dade County Public School District, the International Baccalaureate Organization and AVID. Stakeholders were provided the above mentioned statements so that key words and phrases would be identified based on what represented their beliefs. By May, the entire group formulated draft statements, which permeated through the Educational Excellence School Advisory Council (EESAC), Student Government Association (SGA), departmental meetings and the Parent Teacher Student Association (PTSA) as items for discussion.

When school reconvened in August 2011, students were asked for their input. Student Government Association proposed a contest for all homerooms (Beach Advisory) to rewrite the draft mission statements. Three emerged. At Back to School Night in September, approximately 950 parents, students and community members voted to select the mission statement. The statement was still a bit wordy, so the Principal designed a protocol for the October faculty meeting which enabled the entire staff to work in collaborative groups to make the mission statement more concise.

The mission and vision truly reflect the values and focus of the school community. Data from the Learning Community Engagement and Leadership survey show that 100% of

the respondents believe that Miami Beach Senior High School will achieve its vision and mission and that 95% are inspired by the vision and mission.

The Principal developed a process to ensure that the school's progress toward achieving the vision and mission is continuously evaluated and that all decisions are considered in light of the goals of the vision and mission. She developed a framework using the Florida Continuous Improvement Model to improve and refine current practices: the Miami Beach Senior High Continuous Improvement Model Framework (FCIM). This living, working document delineates specific action steps, timelines and processes for monitoring evidence demonstrating progress toward clearly defined measurable goals designed to achieve the collective vision of the school community. The framework began as an empty action plan, populated only by goal statements drawn from the work of David Conley on college readiness and from the School Improvement Plan (SIP). The expanded leadership team selected the goal statements during summer institute after they completed a gap analysis. Care was taken to tap the human resources of all entities that touch students within the school community such as academic and athletic coaches, club sponsors, media center staff, PTSA, International Baccalaureate, AVID, academic departments and academies. Some examples of goal statements are:

- increase the percentage of at-risk students graduating on time from 47% to 53 % (SIP)
- students and a parent/adult ally and school counselor/advisor meet at least twice a year to discuss academic progress, course planning, postsecondary aspirations and college plans (Conley)
- students have a personal learning and post secondary planning record in which they keep track of:
    - course progress and grades
    - credit accumulation
    - standardized test information and scores
    - participation in activities inside and outside of school
    - personal, academic and career accomplishments (Conley)
- all staff uses a variety of assessment strategies to assess student progress towards meeting academic and post secondary goals (Conley)

Next, the leaders brainstormed with their respective departments, academies and other groups to determine action steps, timelines, responsible parties and accountability. Each entity in the school decided on action steps germane to their area of work that would contribute to achieving the goals. Some examples of action steps are to:

- provide club sponsors with lists of at-risk cohort. Sponsors counsel those students and track their progress on credit recovery and forgiveness as well as GPA. (Activities)
- establish meeting dates and topics for parent informational meetings. Involve PTSA and parent resource staff (PTSA and Student Services)
- train all staff on Connect EDU so they are familiar with what it does, why we use it and how it can help students (Administration)
- guide students in homeroom to complete a written reflection on their academic progress and accomplishments at each progress report and report card (Oct., Nov., Jan., Feb., April) (Beach Outreach)
- develop rubric format and train staff on alternative assessment and use of rubric (Administration, Reading Coach, Fine Arts Chairperson, Science Chairperson)

The students at Miami Beach Senior High School are culturally, ethnically, and socio-economically diverse. They see their diversity as an asset. A qualitative comment from the Youth Truth Survey is telling: "The diversity in this school is outstanding. There are so many people; you will never know EVERYONE in the school. It allows diversity of clubs, organizations and allows you to learn about it all. It keeps you open-minded, which allows me to take advantage of everything I can." Clubs and activities at the school provide an infrastructure for students to express and celebrate their differences. The Brazilian Club, Hispanic Heritage Club, Gay-Straight Alliance, 5000 Role Models, and DFYIT (Drug Free Youth in Town) are a few of the organizations that promote student efficacy and growth through extra-curricular activities.

Surveys such as the NBPTS Learning Community Engagement and Leadership Survey and the Miami-Dade County Public Schools (M-DCPS) School Climate Survey (SCS) are conducted annually. The surveys gather information regarding stakeholders' opinions of the school and their perceptions regarding how the school can be improved.

The Youth Truth Survey (YTS) is conducted by the Center for Effective Philanthropy. It helps schools assess their performance as compared to other schools, by documenting students' perceptions about their school experiences and how well their school is preparing them for their future. Questions on the Youth Truth Survey are geared towards obtaining and understanding many aspects of students' experiences, including:

- impressions of their school culture
- perceptions of the rigor of their classes and instruction
- relationships with teacher and adults outside of school
- perceptions about the strengths and weaknesses of their school

Established in 1924, Miami Beach Senior High continues to be the only high school in the Miami Beach area. The staff is comprised of a Principal, three Assistant Principals, and 119 teachers. Fifty percent of the teachers have acquired advance degrees and 93.75% are highly qualified. In addition, over 34% of the teachers have fifteen years or more of teaching experience. Miami Beach Senior High also boasts about the eight teachers who have achieved National Board Certification.

Since the last SACS visit in 2007, the school's construction has been completed. Now, Miami Beach Senior High prides itself in a state of the art facility with new buildings, modern technologies in classrooms, and the ability to accommodate a student population of 2410.

The demographics of the school's student population are not truly indicative of what popular belief is of the city of Miami Beach.

Miami Beach Senior High is a diverse school embedded in a multicultural and multifaceted community. Students come from 61 different countries and the student population represents countries such as Brazil, Argentina, Cuba, Columbia, Germany and France. The staff is also diverse with teachers from Cuba, Italy, Haiti, England, the Dominican Republic, Jamaica, Central and South America and a variety of geographical regions in the United States. Teachers and students celebrate their diversity and are tolerant of alternative lifestyles.

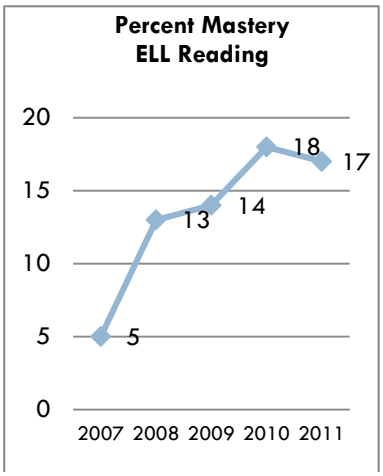
Nine percent of the students are English Language Learners (ELL), 9% are Students with Disabilities (SWD), 12% are gifted, and 64% qualify for free or reduced lunch. The school's boundaries envelop the island of Miami Beach and the inter-coastal islands which encompass many areas of lower socio-economic status. Based solely upon the location of Miami Beach Senior High, the amount of students receiving free or reduced lunch is a surprising number and contradicts the perceptions of an affluent Miami Beach, and further demonstrates the school's diverse population.

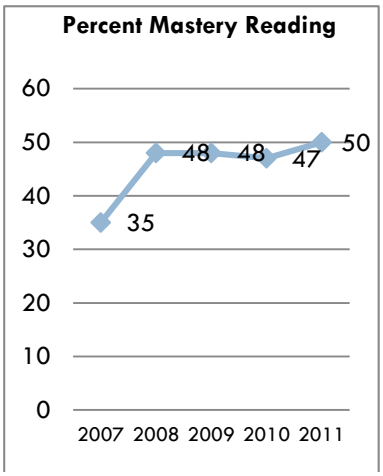
Section 2: Student Performance

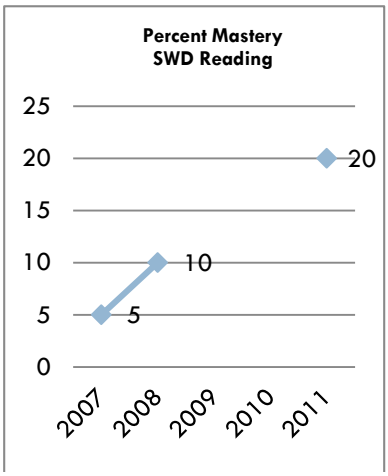
The vision of Miami Beach Senior High is "to develop a culture of success by nurturing life-long learning and values conducive to active participation in the global community." Academic offerings at the school are also diverse. Miami Beach Senior High offers eight academies that enhance the student's high school career by providing relevance to real world experience. Each academy is tailored to feature dynamic clusters of electives and core academics that focus on the world's largest and fastest growing industries. Professionals from the wider community serve as guest speakers to the students and provide opportunities for students to engage in career-oriented internships in a wide variety of fields.

The State of Florida most recently graded Miami Beach Senior High as an "A" school, partially based on the student mastery and learning gains on eight data points in the areas of reading, writing, mathematics and science as demonstrated by the Florida Comprehensive Assessment Test (FCAT). The state's grading system for high schools also includes eight data points for graduation rate, participation, and performance in advanced academics and college readiness measured by college entrance exams. High schools can earn a maximum of 1,600 points: 800 for FCAT scores and 800 for post-secondary readiness.

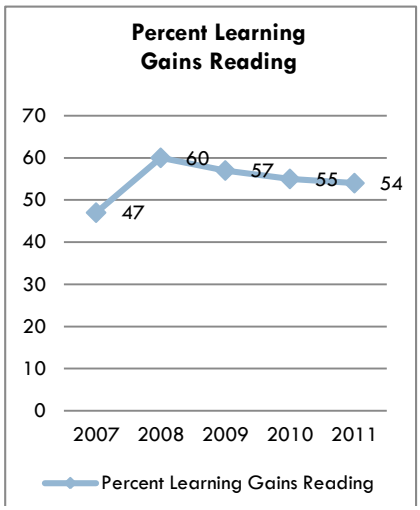
Mastery is defined by the State as performance at or above grade level. After an initial leap forward in 2007-2008, the year the current Principal arrived at the school, trend data showed incremental gains in reading mastery and incremental losses in learning gains in reading. Further analysis of the data reveals that ELL students lag behind the aggregate. The population of Students with Disabilities (SWD) has grown; last year was the first year since 2008 with a sufficient number of students to form an accountability group, thus the gap in the SWD data. In the current school year, SWD numbers have increased by 20%. Miami Beach Senior High received 21 "McKay" transfers, a legislated choice option that allows parents of students with disabilities to attend selected schools.

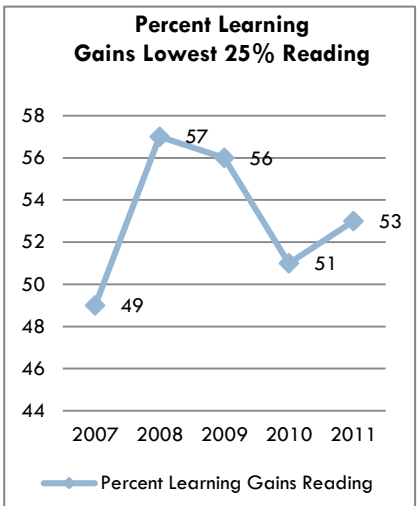






Gains are measured by growth; for students below mastery, gains are computed when more than one year of growth is demonstrated in one year. The most at-risk students, those in the lowest 25% of achievement levels, are monitored separately and count double in the school grading formula, as do those at-risk for not graduating. The at-risk cohort is larger this year than in the past, as the school received 90 No Child Left Behind (NCLB) transfers, 79 of whom read below grade level. These statistics factor prominently in the planning process for increasing college readiness, increasing reading performance on the FCAT, and enabling at-risk students to graduate on time.





Mathematics results at Miami Beach Senior High on the FCAT have been consistent. End -of-course exams in Algebra I and Geometry will replace the FCAT mathematics exam in May 2012. The distribution of scores at Miami Beach Senior show that in 2011 50% of the students scored in the lowest third. In Algebra classes, 38% of the students earned a grade of a D or an F in 2011. A failure rate of this magnitude requires a systematic approach for improvement. The data illustrates the need for a sense of urgency to address this gap in the instructional program. Algebra I is a gatekeeper for promotion, potential success in advanced mathematics and science courses, and high school graduation.

2011-2012 Algebra Grade Analysis

ALGEBRA 1	TOTAL STUDENT	AMOUNT OF Ds	%	AMOUNT OF Fs	%
2011-2012 1ST Quarter	484	75	15.5 %	98	20.2%
2010-2011 End of Class	332	47	15%	75	23%

Instructional Framework

There are three schools-within-a-school at Miami Beach Senior High. Each school is divided into academies with a different career or post-secondary focus. The academies are organized around the electives; however, students and teachers in the academy are also grouped together in the core subjects of English, Mathematics, Science and Social Studies. Regular, SPED Inclusion, Honors, Gifted and AP courses are offered in each school. The structure is as follows:

- School of Liberal Arts
  - Scholars/International Baccalaureate Academy
  - Academy of Marine and Environmental Science
- School of Fine Arts
  - Academy of Visual and Performing Arts
  - Academy of Communication and Digital Media
- School of Technical Arts
  - Academy of Hospitality and Tourism (AOHT)
  - Academy of Information Technology (AOIT)
  - Academy of Early Childhood Education
  - Academy of Military Science (Naval JROTC)

The Principal introduced AVID (Advancement Via Individual Determination) to the school in 2007. AVID is a college readiness program designed to increase school-wide learning and performance. AVID focuses on the least-served students in the academic middle by accelerating student learning through research based methods of effective instruction and academic support. There are 350 students in the AVID program. Sixty AVID students graduated in the class of 2011, a 98% graduation rate. Of those, 100% were accepted into various colleges and universities. Currently, 58 are now enrolled in a four year program (Leaving only two students who have yet to enroll in college).

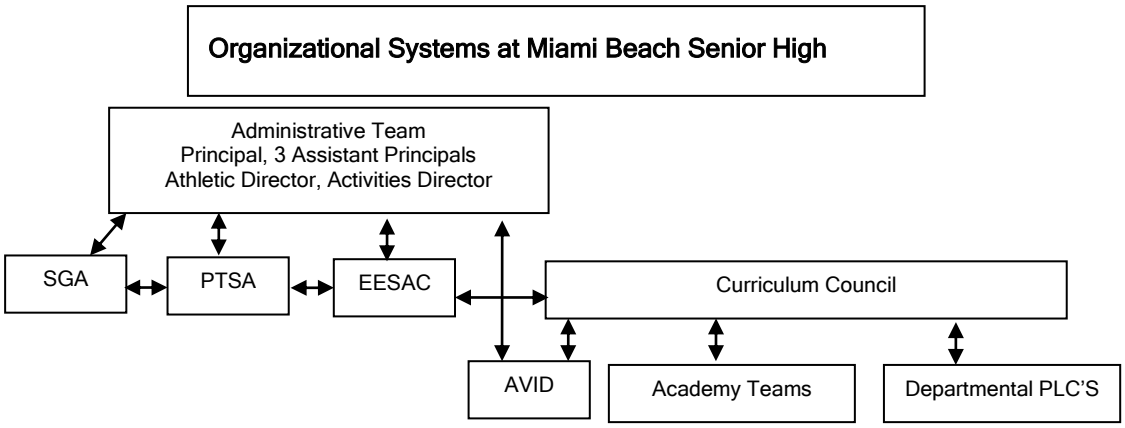
Funding from three grants provides time for teachers to develop ownership by collaborating on the alignment of the instructional framework of courses within the departments, to develop common benchmark assessments, to create strategies for greater engagement of students and design academy interdisciplinary projects to provide opportunities for students to apply common skills across the disciplines. Three interim assessments, provided by the District, are administered annually prior to the end-of-course or FCAT exams. The data is used to track student progress and diversify instruction to meet student needs.

The City of Miami Beach has a partnership with MBSH. The school also partners with the Miami Beach Chamber of Commerce, the MBSH Alumni Association, other community-based groups and the parents, through the PTSA, to support student growth. Local businesses participate on academy advisory boards and provide internships for students. Community engagement is robust and is evident on many levels such as support for the arts and athletics, fund raising for scholarships, implementation of the IB Diploma Program, volunteer tutors in the reading classes and political advocacy for educational issues.

The Miami Beach Senior High Alumni Association meets monthly at the school. They grant approximately $20,000 in scholarships annually and support the debate program. The PTSA includes 512 members. The PTSA board meets monthly at the school and is comprised of elected PTSA officers and committee chairs (24 parents serve on the

board). The PTSA is active in legislative advocacy at both the local and state levels. Parents tutor after school and in the reading classes. The PTSA also provides funds to pay teachers as tutors. PTSA advocates for advanced academics and college readiness for all students. The PTSA runs a parking concession on Presidents' Day Weekend for the Miami International Boat Show, which raises $60,000 to $100,000 annually. These funds are given back to the school in the form of grants to teachers. The PTSA grant committee, with the input of the Principal, decides how the funds are dispersed to support teacher grant requests.

Active governance structures at MBSH provide systems and procedures for gathering, analyzing and using data and developing policies that guide the school's improvement efforts. They also provide forums where various stakeholders can solve problems and work together to ensure that decisions address organizational needs. These groups, including academics, extra-curricular activities and athletics, meet to review progress toward meeting school wide goals, to identify root causes for school performance, to address issues, to review data, to plan and continually monitor the school calendar.



- **Educational Excellence School Advisory Council** is an elected body comprised of teachers, parents, students, administrators, non-instructional staff and a business partner; the majority that must be persons not employed by the school. This body is mandated by the State of Florida to oversee the development and implementation of the School Improvement Plan and expend budgeted funds in support of the plan.
- **Curriculum Council** is comprised of department chairpersons, academy leaders, administrators and other teacher leaders. This decision-making council weighs in on every aspect of the instructional program and school operations. They plan staff development, review performance data and act as liaisons to the departmental PLC's. Curriculum Council meets bi-weekly.
- **Student Government Association (SGA)** is comprised of class and club officers and Beach Outreach representatives. The student leaders voice student concerns and offer creative solutions to school issues. The Student Government process is a system that allows all students to engage in the decision-making processes of the school. They also plan activities to enhance student life that celebrate the multi-cultural nature of the school, such as the Brazilian Carnavale, Hispanic Heritage Festival, Black History Assembly and

the Holocaust Memorial visit. Miami Beach Senior High students take pride in their diversity and recognize it as a unique, defining characteristic of the school.

- **Professional Learning Communities (PLC)** meet regularly to share best practices and design instructional framework, implement the curriculum and create the school wide instructional focus calendar as well as the scope and sequence for courses. .
- **Departmental Meetings**, under the leadership of the department chairperson, meet regularly. They review student assessment data to identify root causes for student performance. The department chairperson is closely involved in the process of selecting teachers for their department and providing collaborative support for professional growth and sharing of best practices.
- **Academy Teams** are interdisciplinary groups of teachers teaching in the same career academy who meet regularly to plan academy events, interdisciplinary curricular projects, field trips related to the academy's focus and award programs.
- **Administrative Team** is comprised of Principal, Assistant Principals, Activities Director, and Athletic Director. Meets weekly to coordinate every aspect of the school's operation.
- **AVID Site Team** is comprised of the AVID Coordinator, Principal, students, parent, and teachers. They reflect on how to open increase to rigorous curriculum, improve student achievement and implement the AVID site plan. Site Team members also serve as in-house staff developers.

Since 2010, Citicorp has provided time and resources for an expanded leadership group to meet after school, on Saturdays and during the summer. This grant, the Citicorp Post-Secondary Success Program, (CPSP) provides cogent data and time for focused discourse on the school's efficacy in preparing all students for postsecondary success, whether college acceptance and retention, or technical school in preparation for a career in the trades. The expanded team has been instrumental in designing the Continuous Improvement Model Framework, which aligns every aspect of the school – clubs, sports, SGA, Academies, PTSA, and departmental PLC's – to achieve specific goals that will advance the mission and vision.

SECTION 3: CHALLENGES AND OPPORTUNITIES

Over the last three years, Miami Beach Senior High has faced an array of challenges, inclusive of the completion of the building construction in 2010, to the drastic increase in students from approximately 1900 to 2400 including the loss of teachers and the TRUST counselor. The budget is an ongoing challenge as well as the class size amendment. In 2007, Beach High was a "D" school. Under the leadership of a new administration and dedicated teachers and staff, the school achieved a "B" in one year. The school maintained a "B" grade, while striving to attain an "A" has presented a challenge over the past three years. Despite it all Miami Beach Senior is an "A" school for the 2010-2011 school year as per the State of Florida.

Over the past 5 years, major losses in the school included

- .5 - Athletics Director
- .5 - Activities Director
- 1 SPED Program Specialist
- 1 Media Specialist

- 2 Drivers' Education Teachers
- 1 Counselor
- 1 TRUST Counselor
- 1 HELP Tutor
- 4 Basic Teacher Positions
- 1 Physical Education Teacher
- 2 Secondary School Reform teaching positions
- 2 Reading Coaches
- 1 TV Systems Technician

Furthermore, the increase in student numbers posed new challenges, the loss of teaching positions, and the TRUST counselor. The key elements to the school's challenges with the growth of student population are the McKay scholarship recipients, NCLB students whose home schools were deemed failing by the State of Florida, and a change in the economy causing prior private school students to attend public schools. As of November 2011, the school's make-up has consisted of 63.8% (1518) Hispanic students, 23.6% (561) Caucasian students, 10.5% (249) African American and 2.1% (51) other. The total student population during the last SACS in review in 2007 was 1592. Last year in 2010, that number dramatically increased from 1,592 to 2165 students, a 35.9% increase in the size of the student body. The growth of student population and the decrease in teachers was addressed through the utilization JROTC, Dual Enrollment, OJT, and Florida Virtual School. To compensate for the loss of the TRUST counselor, the school integrated numerous coping mechanisms and innovative techniques into the curriculum for Beach Outreach. Anti-bullying strategies were introduced as well as sexting information, suicide prevention, and prevention of drinking and driving. The DFYIT program was brought to the school in 2009 and assists in the fight against drugs.

Although the student body has increased, the number of teachers has decreased and the budget continues to shrink; all stakeholders collaborate, persevere, and work to provide a quality education to every student.

Every school faces obstacles. A true testament of an entity is how it perseveres when those obstacles are presented. The Hi-Tides are steadfast! The school worked collaboratively and maintained its hard earned "B" while incorporating Beach Outreach. Beach Outreach tackled a diversity of pertinent social and counseling issues. Maintaining a "B" grade over the past four years and now earning an "A" is demonstrates the commitment of the administration, faculty, staff, and students

SECTION 4: CONCLUSION

Miami Beach Senior High is proud of the transformation it has undergone in the past five years. In 2007, the school received a grade of a D from the State of Florida based on FCAT student performance data. Student, parent and faculty morale was at an all-time low. Collaboration and communication were virtually non-existent, and teachers worked in isolation. When the new Principal arrived at the end of 2007, she immediately began to implement structures and processes to open the lines of communication between the various stakeholder groups in the school. In addition, concerted efforts were made to guide teachers in the use of student data to inform instructional decision making, a process that was not in place prior to 2007. School

administrators became increasingly involved in the teaching and learning processes and actively supported teachers in the classroom. Administrators, teachers and support staff simultaneously enforced attendance, tardy and discipline policies that would elevate teaching and learning to the highest priority. As a result of this diligence, the school received a B grade from the state of Florida in 2008, only one year after the new Principal arrived.

MBSH was recognized as the most improved high school in Miami-Dade County Public Schools. Morale shifted and Beach High became a beacon of opportunity for students from all over the region. With the completion of the school facility construction project, the school has undergone not only a physical transformation, but a metamorphosis, and is on the forefront of cutting edge instructional strategies. Now an "A" school, Miami Beach Senior High will diligently work and grow to maintain its hard-earned "A". Once you enter the halls of Beach High, you are a Hi-Tide for Life!

STANDARD 1: VISION AND PURPOSE

The vision and mission statements were developed using a collaborative process involving faculty, non-instructional staff, parents, students and administrators. The school used existing governance systems to ensure all stakeholders were systematically involved in the process. The governance system is comprised of groups that meet regularly: the Curriculum Council, the Educational Excellence School Advisory Council, the PTSA Board, Student Government, student homerooms (Beach Advisory/Beach Outreach), Academic Departments, and Academy Teams.

Beginning in spring 2011, the Curriculum Council devised a plan that included all members of the school community in the process of revising the school's vision and mission statements. Initially, the entire faculty and staff evaluated their beliefs regarding the priorities of schooling using a self created tool. The faculty discussed how the mission could be made relevant and compelling for the future of school-wide initiatives, including a recently authorized International Baccalaureate Diploma Programme, plans to apply for recognition as an AVID (Advancement Via Individual Determination) National Demonstration School, efforts to increase access to advanced academics and college readiness. Consequently, stakeholders dissected the mission statements of integral programs embedded in the school and its environment to ensure that the school's mission aligned with the missions of the Miami-Dade County Public School District, the International Baccalaureate Organization, and AVID. Stakeholders identified key words and phrases that resonated with their beliefs. By May, the entire group formulated draft statements, which permeated through the EESAC, Student Government, academic departments, and the PTSA as agenda items for discussion.

When school reconvened in August, students were asked for their input regarding the mission statement. Student government proposed a contest for all teachers to allow their classes to rewrite the draft mission statements. Three emerged. At Back-To-School Night in September, approximately 950 parents, students and community members voted to select the mission statement. Major trends emerged as the process unfolded. Existing systems allowed representatives from all stakeholder groups to be included in the process of developing the vision and mission and the vote on Back-To-School Night increased awareness of all stakeholders. Data from the Learning Community Engagement and Leadership Survey, a tool developed by the National Board for Professional Teaching Standards, show that 100% of the respondents believe that Miami Beach Senior High School will achieve its vision and mission, and that 95% are inspired by the vision and mission.

Insights gained from the self-assessment will inform and enhance improvement efforts related to achieving the vision and mission. Specifically, the vision of Miami Beach Senior High is to develop a culture of success conducive to active participation in a global community. The mission is "to provide a safe, stimulating learning environment and a rigorous curriculum to enable all students to achieve personal success."

An emergent trend is steady improvement in the overall graduation rate. The school established a graduation task force comprised of counselors, academic coaches,

administrators, and key teachers. Members of the task force carefully follow the progress of the seniors in the at-risk cohort. The coaches, club sponsors, and Beach Outreach teachers also participate to help students take responsibility to complete the necessary steps to graduate on time.

The previous vision and mission statements were developed in 2007 under the guidance of the prior administration. The statements were school-focused rather than student-based. Based on this experience, another emerging goal for Miami Beach Senior High is to revisit and reassess the vision and mission statements regularly. This will ensure that decisions impacting the teaching and learning process are guided by the vision and mission.

The school's current vision and mission are fresh in the minds of all stakeholders as they were involved in the development. A process needs to be implemented to ensure the vision and mission are continually reviewed to remain the stakeholders' focus. The Continuous Improvement Model Framework will provide an existing opportunity in accomplishing this goal. As Miami Beach Senior High continues to have a diversified community, the vision and mission will continue to be molded and sculpted to conform to the needs of each year's Hi-Tides.

Standard 2: Governance and Leadership

Active governance structures at Miami Beach Senior High provide systems and procedures for gathering, analyzing and using data, and developing policies that guide school improvement efforts. They also provide forums where various stakeholders can solve problems and work together to ensure that decisions address organizational needs. These groups meet to review progress toward meeting school wide goals, to identify root causes for school performance, to address issues, to review data, to plan and continually monitor the school calendar, including academics, extra-curricular activities and athletics.

Information flows through the governance system so that all stakeholders are purposefully involved in the process of monitoring and evaluating progress and performance on an ongoing basis. Diverse groups are responsible for gathering, analyzing, and using data pertinent to their area of expertise to make sure decisions address organizational needs.

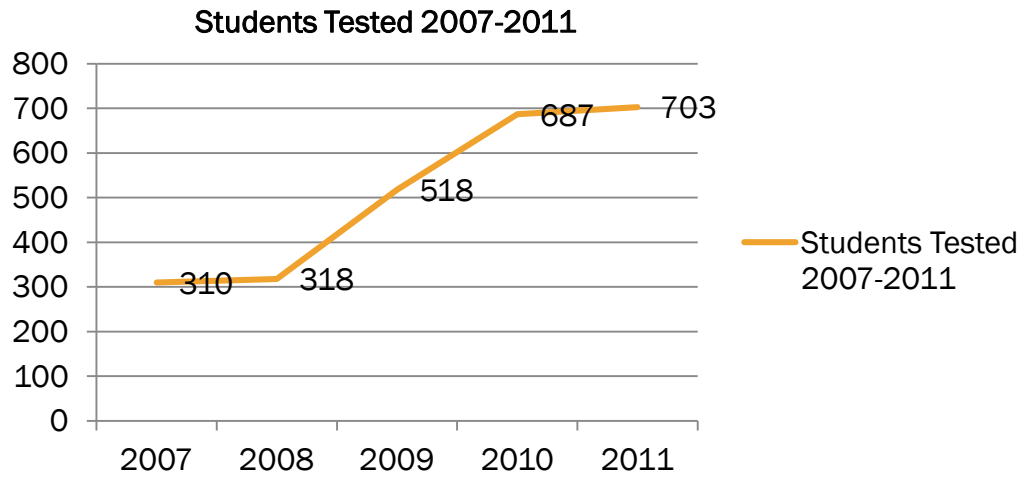
- **Educational Excellence School Advisory Council (EESAC)** is an elected body comprised of teachers, parents, students, administrators, non-instructional staff and a business partner; the majority that must be persons not employed by the school. This body is mandated by the State of Florida to oversee the development and implementation of the School Improvement Plan and expend budgeted funds in support of the plan.
- **Curriculum Council** is comprised of department chairpersons, academy leaders, administrators, guidance counselors, and other teacher leaders. This decision-making council weighs in on every aspect of the instructional program and school operations. They plan staff development, review performance data and act as liaisons to the departments.
- **Student Government Association (SGA)** is comprised of class and club officers and homeroom representatives. The student leaders voice student

concerns and offer creative solutions to school issues. The Student Government allows all students to engage in the decision-making processes of the school. Students also plan activities to enhance student life that celebrate the multi-cultural nature of the school, such as the Brazilian Carnavale, Hispanic Heritage Festival, Black History Assembly and the Holocaust Memorial visit. Beach High students take pride in their diversity and recognize it as a unique, defining characteristic of the school.

- **Parent Teacher Association (PTSA)** has 512 members. PTSA is active in legislative advocacy at both local and state levels. The PTSA runs strong fundraising activities. These funds are given back to the school in the form of grants to teachers.
- **Academic Departments** meet regularly under the leadership of the department chairperson. They design the instructional framework, implement the curriculum, review student assessment data to identify root causes for student performance and create the school wide instructional focus calendar as well as the scope and sequence for courses. The department chairpersons are closely involved in the process of selecting teachers for their departments and providing collaborative support for professional growth and sharing of best practices.
- **Academy Teams** are interdisciplinary groups of teachers teaching in the same career academy meet regularly to plan academy events, interdisciplinary curricular projects, field trips related to the academy focus and award programs.
- **Administrative Team** is comprised of the Principal, Assistant Principals, Activities Director, and Athletic Director.
- **AVID Site Team** is comprised AVID Coordinator, Principal, students, parent, and teachers. They reflect on how to increase access to rigorous curriculum, improve student achievement and implement the AVID site plan. Site Team members also serve as in-house staff developers.

During the review of responses to indicators and rubrics several major trends emerged.

- Miami Beach Senior High has addressed equity issues by opening access to higher-level courses, including honors, Advanced Placement and dual enrollment.



- There has been a concerted effort to provide opportunities for students to serve in a variety of leadership capacities and have a significant voice in the decision-making processes of the school.
- Parent participation has expanded from fundraising and hospitality to include political advocacy, facilitating communication among parents, and serving as academic tutors and volunteers in the media center, after-school tutoring, and in the reading classes.

While opportunities for professional development have increased at the school site, some departments are sharing their knowledge in a systematic way with their peer learning community and receiving peer leader feedback on their efforts to implement new learning and others are simply applying the new knowledge. An emerging goal is to replicate the processes and procedures used by highly functional departments and academies across the school. Additionally, more professional growth opportunities need to be provided for non-instructional staff and other stakeholders which are congruent with the overall school improvement plan and vision.

STANDARD 3: TEACHING AND LEARNING

The curriculum at Miami Beach Senior High is aligned to the Next Generation Sunshine State Standards and all teachers are strongly encouraged to follow a curriculum map that aligns teaching and learning to the state standards per grade level and content area. Curriculum mapping is revisited at the close of each school year by a diverse group of teachers meeting collaboratively during a summer institute. Curriculum maps, in conjunction with the Instructional Focus Calendar, scope and sequence and the District Pacing Guides are utilized in guiding core subject teachers by providing them with a concise timeline and ensuring standards are targeted with the curriculum presented, thus, better preparing students for End-of-Course examinations.

Common planning periods also enable Language Arts, Math and Reading teachers and PLCs for Science and Academies to collaborate on a regular basis, and monitor teaching goals and concerns, and evaluate student progress. These planning sessions put all teachers on “the same page” and establish a positive rapport among departments, as well as an opportunity to collaborate on curriculum maps, data chats, and Snapshot results, in addition to tenth grade Folio writing, and writing workshops.

Continuous monitoring on behalf of the administrative team members and department chairpersons include classroom walk-throughs, IPEGS observations and professional development opportunities which ensure that teaching and learning are highly functional. The Professional Development trainings include varied sessions such as Cornell Note-taking, Rubrics as Assessment Tools, Effect Use of Graphic Organizers, and Reciprocal Teaching strategies to target all students with an emphasis on the lowest 25%.

A trend was identified upon review of the Youth Truth Survey (YTS). It became evident that there was a need for intervention; the primary focus was students' need for an adult advocate at the school. In response to the YTS, stakeholder collaboration Beach Outreach was established. The primary function of Beach Outreach is to allow students to develop a positive rapport with a teacher who would serve as a role model, advocate, and even a confidante throughout students' four years at Miami Beach Senior High. The

concept of Beach Outreach is to attempt to place all students, especially those identified as the "At-Risk" cohort with a teacher they feel comfortable with and who can ultimately help with the retention of the school's "At-Risk" population.

Exemplary programs are offered at Miami Beach Senior High that target specific groups of students to enhance and maximize their education. There are three schools-within-a-schools at Miami Beach Senior High. Each school is divided into academies with a different career or post-secondary focus. The academies are organized around electives; however, students and teachers in the academy are also grouped together in the core subjects of Language Arts, Math, Science, and Social Studies. Regular, SPED Inclusion, Honors, Gifted and AP courses are offered in each school. The academy strands are aligned as follows:

- School of Liberal Arts
  - Scholars/International Baccalaureate Diploma Programme
  - Academy of Marine and Environmental Science (AMES)
- School of Fine Arts
  - Academy of Visual and Performing Arts (AVPA)
  - Academy of Communication and Digital Media (ACDM)
- School of Technical Arts
  - Academy of Hospitality and Tourism (AOHT)
  - Academy of Information Technology (AOIT)
  - Academy of Early Childhood Education
  - Academy of Military Science (Naval JROTC)

Furthermore, programs such as AVID primarily target students that are potentially college bound with the structure and support of the AVID curriculum. The AVID curriculum provides students with learning strategies and educational, organizational techniques to assist them with academic success. Program requirements include an elective class for all AVID students and a comprehensive binder that is checked on a regular basis to ensure students follow through with rigorous course work and data based educational success.

In order to facilitate teaching and learning, the stakeholders maintain a safe school setting for everyone. While the policies and procedures that are currently in place are clearly defined they can become more effective and efficient, providing a higher degree of security. As discussed previously in this summary, many entities are in place at Miami Beach Senior High, such as 5000 Role Models, Gay Straight Alliance, Response to Intervention Training, security, security cameras, and one lunch has become two, taking another step to maintain a safe campus. An emerging goal is for security personnel to enroll in professional development to provide them with a wider array of training and understanding of to maintain a safe campus.

Security is an area of focus and requires continuous monitoring. A goal has emerged to establish a higher level of professionalism by providing professional development to all security personnel at Miami Beach Senior High. Thus, promoting an atmosphere conducive to the highest level of learning.

STANDARD 4: DOCUMENTING AND USING RESULTS

Data is the driving force behind all decision making at Miami Beach Senior High. The analysis of data becomes the foundation for the development of the School Improvement Plan (SIP), the Continuous Improvement Framework, professional development, curriculum planning and other school-wide initiatives such as Cornell notes across the curriculum, "Word of the Day/Root of the Week", and "Writing to Show". School leadership provides opportunities throughout the entire calendar year for all stakeholders to analyze and use data to set goals and plan instruction. Before the official start of a new school year and regularly throughout the school year, all stakeholders meet in order to review testing results, FCAT, End of Course Examinations, Baseline Assessments, Interim Assessments, International Baccalaureate exams, and Advanced Placement scores, and plan implementation of strategies to maximize student achievement through differentiation of curriculum and instruction. Curriculum Council, EESAC, PTSA, the entire faculty, and the Student Government Association meet to understand the needs indicated by the school's data and provide the correct support where needed.

Upon analysis of student data, stakeholders share best practices as well as plan and design the CIM, lesson plans, and data chats. These one-on-one conferences are held in order to discuss and plan methodology to improve and empower students in their learning. In addition, data guides the agendas of these common planning period meetings for the different departments where teachers review and discuss data, curriculum, strategies, and assessments for student improvement. After each new assessment, results are provided to all stakeholders, including students and parents, so they can be knowledgeable partners in student growth.

Achievement data not only guides the implementation of curriculum, but multiple data sources such as the Youth Truth Survey and the School Climate Survey are used to improve the quality of instruction as well as the entire high school experience. The need to provide students a nurturing and balanced high school experience became evident as the data was reviewed and, as a result, Beach Outreach, a homeroom program, came into existence. Furthermore, all stakeholders agreed to incorporate this need into the vision and mission of the school.

By using the self assessment tool completed by the staff, the Standard 4 Committee found that additional professional development should be offered for elective course teachers with a focus on techniques to utilize data to drive instruction within their content areas. In addition, elective teachers would benefit from the professional development by understanding how data is impacting their students and their effectiveness as an educator. Elective teachers would also benefit from structured opportunities to collaborate such as Professional Learning Communities.

STANDARD 5: RESOURCES & SUPPORT SYSTEMS

Miami Beach Senior High cultivates the resources and services necessary to support the vision and mission that ensure achievement for all students. A critical theme that emerged during the self-study is that the school has devised creative solutions for coping with financial constraints created by a loss of education funding at the state level. The state mandated class size amendment presents challenges in the development of the master schedule; however, diligent efforts are made to balance class sizes and adhere to state mandates. Classes are balanced while still meeting students' academic and elective needs and choices, and co-teachers are assigned to elective classes to lower the student: teacher ratio.

The administration is committed to maintaining strong elective program in the arts and foreign language. In addition, the PTSA provides financial support for educational initiatives wherever possible via teacher grants and helping finance recognition efforts for all students. The Region and District offices are responsive to the principal's requests for additional resources when needed and available.

One area of focus at this time is to provide support and assistance to the at-risk cohort. This cohort of students is deemed less likely to graduate from high school, based on their middle school achievement. The at-risk cohort, from the moment they first set foot on the campus, is considered to have a disadvantage and is in need of extra attention and support. Guidance counselors, administrators, the special education department chairperson, special education teachers and intensive reading and mathematics teachers zero in on these students and provide them with a variety of supportive strategies to help them succeed in high school and graduate with their class. Interventions range from parent conferences and small group mentoring to academic counseling, push in, pull outs, SAT prep, ACT prep, College Readiness, tutoring and enrollment in adult education classes for credit recovery.

An emerging goal is dedicated to ensuring that all resources and support systems that are available are communicated effectively to all stakeholders. The school has many internal and community-based resources available to assist students, but many teachers, students and parents are not aware that these resources exist, or are unaware of how to access these resources. Many students are in need of services such as academic tutoring, depression and mental health counseling, suicide prevention, health services and attendance support. Currently, several programs are available to the entire student population, such as anti-bullying lessons conducted during Beach Outreach, the anti-bullying drop box, DFYIT club, Health Information Project, Citi Postsecondary Success Program (CPSP)-The Education Fund, AVID, International Baccalaureate and the annual Mock DUI activity for the senior class. Additional resources such as Success University, which is a partnership with various community-based medical, mental health and socio-economic support agencies, and school-based resources such as the health clinic, school social worker and guidance programs are also available. While the school has a multitude of resources at its fingertips, the school no longer has a TRUST counselor on campus due to budget cuts. This has resulted in a gap in the school's ability to meet some students' emotional needs.

The administration and those faculty members providing such services must increase their efforts to communicate the available resources to the student body and their families. They must also provide information regarding how to recognize the signs that students are in need of support services and/or counseling and how to refer students and their parents to these services.

STANDARD 6: STAKEHOLDER COMMUNICATION & RELATIONSHIPS

Miami Beach Senior High School strives to promote, include and ensure school-wide involvement from the community. The school strives to communicate effectively and efficiently with community stakeholder. The school website, parent portal, community resource office, ConnectED messaging system, Academy Advisory Boards, and the PTSA newsletter are all viable options utilized to relay pertinent information. Furthermore, information is written in English, Spanish, and Creole to be inclusive of the school's prominent cultures.

Annually, Beach High hosts a plethora of events promoting community involvement. These events include, but are not limited to:

- Ninth Grade Orientation
- New Student Orientation
- School's Open House
- AVID open house
- Scholars Open House
- IB Open House
- Parent Orientations
- FAFSA Workshops

MBSH fosters a collaborative community with a common goal to produce highly effective citizens. The community and relationship with stakeholders is of the utmost importance to ensure students success and preparedness. Miami Beach Senior High encourages parental involvement not only in academics, but also in all aspects of the school.

Parents have open access to the parent resource center located conveniently in the main office and open before school, afterschool and during the school day. Parents are provided access the parent portal which allows parents to monitor their children via the electronic gradebook. Parents are also provided report cards and interim progress reports to help keep parents abreast of their children's progress. The language barrier definitely impacts parent involvement, as does the fear of possible repercussions in the cases of illegal immigration status.

In addition, a vast amount of the parents, due to socio economic status, must hold two or even three jobs in order to provide for their families. Nevertheless, many of these parents are vocal and present at the school as their time constraints permit and are always welcome by staff, administration, teachers and other students.

STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

In 2006-2007 school, Miami Beach Senior High was graded as a "D" school by the State of Florida. A change in leadership in 2007 resulted in a systematic focus on school improvement. In one year, the school grade improved by 104 points to a "B", placing the school in the top 1% of most improved schools in Florida. In 2010, the State of Florida grading system for high schools changed to include eight data points for graduation rate, participation and performance in advanced academics and college readiness. High schools can earn a maximum of 1,600 points: 800 points for FCAT scores and 800 points for college readiness. Miami Beach Senior High maintained its "B" grade in 2010. All the commitment, energy, and sacrifice have earned Miami Beach Senior High an “A” for the 2010-2011 school year.

To become a highly functional school, Miami Beach Senior High continues to implement a rigorous and continuous process of school improvement that demonstrates a commitment to all students reaching their highest achievement levels. Data analysis drives classroom instruction identifying areas of mastery and need. Teachers are trained in Snapshot FCAT data analysis that is periodically shared with students through school wide data chats on designated days. Both students in the lowest 25% achievement level and those making insufficient learning gains receive in-class remediation in intensive reading and math classes, after school tutoring and pull out mentoring. The most at risk students traditionally fall in the lowest 25% achievement level and this group is larger this year than in the past as our school received 90 NCLB transfers, 79 of whom read below grade level. This particular cohort is being carefully tracked. The Florida School Grading system requires a minimum graduation rate of 75% for all students, including those at-risk (students who enter ninth grade performing below grade level in both reading and math). If the school does not meet the criteria, or raise the at-risk rate by 5%, the school cannot be rated an "A" School. Miami Beach Senior High School earned 21 points more than needed for an "A" but was graded a "B" because only 47% of the at-risk students graduated in 2010; yet, if the percentage had been 53% or above, Miami Beach Senior High would have received an "A".

Disaggregation of data is also used to design and implement the Instructional Focus Calendar and school wide incentives to improve student performance. Emphasis is placed on the use of Cornell notes, Costa's three levels of questioning in all classrooms, MLA formatting and citation, the classroom display and announcement of root/word of the week and weekly school wide writing assignments to promote academic improvements at all grade levels and abilities.

Staff works continuously to maximize program alignment with school improvement goals and the vision and mission statements. Each summer approximately 30 stakeholders meet to revise curriculum maps. A Snapshot "Digging into Data" Saturday workshop is offered early each September. School wide Professional Development is conducted in Rubric Training, Multiple Intelligences Learning, Reciprocal Reading Strategies, and Cultural Sensitivity Training which can be used across the curriculum, assisting all teachers in the implementation of the school's improvement strategies. Teachers in our Science and Language Arts Departments also plan and attend Professional Learning Community meetings that meet regularly after school to share and develop best practices aligned to the school continuous improvement framework. Two National Board Certified Teachers serve as lead teachers on Project Rise (Rewards and

Incentives for School Educators) providing mini grants for teachers to develop effective lessons plans and moderating workshops to develop better practices. The Language Arts and Math departments have common planning periods during the school day and academy teams meet at least once a month. Both use this time to share best practices, review and develop the Continuous Improvement Model.

Commitment to continuous improvement centers not only upon increasing FCAT performance but also on preparing students for graduation and college readiness.

Over the last two years, the Citi Postsecondary Success Program (CPSP)-The Education Fund has supported the efforts on asset mapping in the areas of Key Content Knowledge, Services and Support for Developing Student's Self Monitoring Behaviors and College Readiness Assessment. Staff and student government has also analyzed data from the School Climate Survey, the Florida A+ School Grade, course grade analyses and the Youth Truth Survey to identify and address issues directly affecting student performance and graduation rates. In response to the above-cited data, Beach Outreach was created to address effective practice statements from the research of David Conley such as "students complete a 4-year plan to include community service, academic coursework and graduation requirements." Particular attention will be given to the development of Beach Outreach as to empower students with the knowledge of how they are performing academically and to encourage them to take ownership of their own learning.

Miami Beach Senior High has made a concerted effort to increase student access to and achievement in advanced academics, including honors, Advanced Placement and International Baccalaureate classes. Over the past five years, enrollment in AP has more than doubled, from 310 to 703 students. The number of AP exams passed also increased by 63%, from 195 to 318.

Miami Beach Senior High achieved its goal of an “A”. Now, the goal is to maintain the “A" by ensuring that the SIP, CIM, Teaching, Learning and Professional Development are consistent with the school's vision and mission.

2007-2011 FCAT/FCAT2.0 Results (All Students Tested), School Grade, and 2011 AYP Reports (Source: http://www.fldoe.org)

7201-MIAMI BEACH SENIOR HIGH

FCAT Reading - Grade 8

Year	Total Students Tested	% Levels 3-5	Content 1		Content 2		Content 3		Content 4	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2011	616	48	9	78%	12	58%	11	64%	13	62%
2010	557	47	8	75%	17	65%	9	67%	11	64%
2009	512	48	9	67%	19	74%	8	75%	9	56%
2008	555	44	7	71%	18	61%	11	64%	9	67%
2007	566	35	9	56%	16	63%	11	55%	9	44%

FCAT Reading - Grade 10

Year	Total Students Tested	% Levels 3-5	Content 1		Content 2		Content 3		Content 4	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2011	545	42	8	75%	14	57%	11	64%	12	67%
2010	519	40	8	63%	23	65%	9	78%	11	64%
2009	500	38	8	67%	17	65%	16	63%	12	58%
2008	493	34	9	56%	19	63%	10	60%	13	62%
2007	472	27	8	50%	16	56%	11	55%	18	61%

FCAT Writing Essay - Grade 10

Year	Total Students Tested (Combined)	3.0 or higher			3.5 or higher			4.0 or higher		
		Combined	Expository	Persuasive	Combined	Expository	Persuasive	Combined	Expository	Persuasive
2011	562	NA	94%	NA	NA	NA	NA	NA	76%	NA
2010	533	NA	NA	94%	*2010 Avg. of 3 or higher & 4 or higher		85%	NA	NA	75%
2009	508	92%	95%	90%	81%	83%	80%	66%	68%	64%
2008	487	93%	NA	92%	84%	NA	83%	66%	NA	65%
2007	538	82%	80%	81%	68%	62%	71%	53%	46%	58%

2007 to 2010 School Grade Performance

Year	School Performance Grade	% Meeting High Standards				% Making Learning Gains		% of Lowest 25% Making Learning Gains		Total Points (Earned 10 bonus pts shaded in Purple^)
		Reading	Math	Writing	Science	Reading	Math	Reading	Math	
2011	Pending	50%	77%	81%	36%	54%	76%	53%	72%	499
2010	B	47%	77%	89%	36%	55%	74%	51%	62%	501^
2009	B	48%	70%	88%	33%	57%	78%	56%	70%	519^
2008	B	46%	74%	88%	35%	60%	80%	57%	73%	523
2007	D	35%	62%	74%	28%	47%	63%	49%	58%	414

2007 To 2009 School Grade Scaling: F=0-384, D=385-434, C=435-494, B=495-524, A = 525-800

Non-FCAT Components of High School Grading

Year	School Grade	Graduation Rate		Acceleration		Readiness		Non-FCAT Points	FCAT Points	Total Points
		All	At Risk	Participation	Performance	Reading	Math			
2011	2011 Non-FCAT Components are not yet available									
2010	B	158	47	160	64	78	63	570	501	1071

2010 and 2011 School Grade Points: F = 0 - 789, D = 790 - 869, C = 870 - 989, B = 990 - 1049, A = 1050 - 1600

2011 Score Points for Non-FCAT Points, Total 800 Points

Graduation Rate	Points	Acceleration Coursework	Points	Readiness Performance	Points
Overall	200	Participation	175	Reading	100
At-Risk	100	Performance	125	Math	100
Total	300	Total	300	Total	200

2011 Grade 8 Algebra I EOC and 2007 - 2010 Grade 8 FCAT Mathematics

Year	Total Students Tested	% Upper Third (Alg) % L 3-5 (FCAT)	Content 1		Content 2		Content 3		Algebraic Thinking		Data Analysis	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2011	420	18	30	37%	10	26%	12	27%				
2010	555	68	8	63%	7	57%	11	64%	10	60%	8	63%
2009	516	73	8	50%	7	57%	11	64%	10	60%	8	75%
2008	558	64	8	63%	7	57%	11	55%	10	60%	8	50%
2007	562	54	8	50%	7	43%	11	45%	10	50%	8	50%

FCAT Mathematics - Grade 10

Year	Total Students Tested	% Levels 3-5	Number Sense		Measurement		Geometry		Algebraic Thinking		Data Analysis	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2011	545	72	10	60%	10	50%	14	50%	14	57%	10	70%
2010	520	74	11	64%	10	50%	14	50%	14	57%	11	45%
2009	491	72	11	55%	10	60%	14	43%	14	57%	11	55%
2008	498	67	11	64%	10	50%	14	43%	14	50%	11	45%
2007	471	56	11	45%	10	40%	14	29%	14	43%	11	36%

FCAT Science - Grade 11

Year	Total Students Tested	% Levels 3-5	Physical/Chemical		Earth/Space		Life/Environmental		Scientific Thinking	
			Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct	Possible Points	Avg. % Correct
2011	471	34	13	54%	12	58%	15	53%	11	55%
2010	462	31	16	50%	12	58%	12	50%	11	64%
2009	480	29	13	46%	12	50%	14	50%	12	50%
2008	436	31	14	43%	12	50%	14	43%	11	55%
2007	447	26	13	38%	12	50%	12	42%	14	50%

Note: All Avg. % Correct of less than 51 are denoted in red.

2011 Adequate Yearly Progress (AYP) Information

Sub-Group	95% Tested Reading?		95% Tested Math?		Reading Proficiency Met?			Math Proficiency Met?			Total Writing Proficiency Met?
	% Tested	AYP Met	% Tested	AYP Met	# or Students	% Proficient	AYP Met**	# or Students	% Proficient	AYP Met**	Y / %Prof
TOTAL	99	Y	98	Y	1075	48	NO	514	73	NO	Total Graduation Criteria Met?
WHITE	99	Y	99	Y	250	66	NO	122	87	Yes-AB	Y
BLACK	100	Y	97	Y	87		NA	49		NA	2011 Differentiated Accountability
HISP.	99	Y	98	Y	712	40	NO	331	70	NO	
ASIAN		NA		NA	19		NA	10		NA	
AM. IND.		NA		NA	1		NA	1		NA	
ED	99	Y	99	Y	707	37	NO	322	67	NO	Tier I: YES
ELL	99	Y	99	Y	112	17	NO	50		NA	DA Type: CORRECT II
SWD	99	Y	93	N	101	20	NO	49		NA	

Did the School Make Adequate Yearly Progress? NO
Percent of Criteria Met: 74%

AYP Counter: 8

2011 AYP Criteria (School and subgroups not making AYP highlighted in red)

1. Tested at least 95% of the students in reading/math
2. Improved writing proficient by 1% point or % proficient of 90% or higher
3. 79% at or above grade level in reading or safe harbor method, or the growth model
4. 80% at or above grade level in math or safe harbor method, or the growth model
5. Increased graduation rate by 2% points or the current rate of 85% or higher

For questions regarding this report, call Dr. Yvonne Wengbundit at 305-995-1998.

HS Gr 9-11

**Yes-AB=Met AYP via Annual Benchmark; Yes-SH=Met AYP via Safe Harbor; Yes-GM=Met AYP via Growth Model.