

Miami-Dade County Public Schools

Broadmoor Elementary School



2016-17 Schoolwide Improvement Plan

Broadmoor Elementary School

3401 NW 83RD ST, Miami, FL 33147

<http://broadmoor.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Broadmoor Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Broadmoor Elementary, we believe we are shaping the future by providing an environment where all children can learn. Our team of professionals is committed to building hope, enabling opportunity, creating equity and providing access for all stakeholders.

b. Provide the school's vision statement.

At Broadmoor Elementary, we are shaping the future.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Character Education (Values Matter Initiative)

In addition, our school will:

- Ensure that relationship-building is a clear priority.
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
- Embed cultural activities within curriculum and daily course work.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school will create an environment where students feel safe and respected before, during and after school by:

- Developing and implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) support based on identified student needs, and intensive (brief individual counseling, referral) support.
- Clarifying faculty and staff members' expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
- Involving non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school will employ the following strategies to minimize distractions to keep students engaged during instructional time:

- Ensuring teachers are trained in classroom management strategies.
- Ensuring differentiation of instruction is taking place to meet the needs of all students.
- Develop a school-wide recognition system that reinforces positive behaviors.
- Develop and implement a differentiated system of school counseling services.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school will ensure the social-emaotional needs of all students by utilizing the following strategies:

- Utilize the School Support Team/Problem Solving Team to discuss students with barriers to academic and social success
- Connect students and parents to agencies that provide individual services.
- Identify staff (i.e. school counselor, school social worker, etc.) to provide a differentiated delivery of services based on students needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Broadmoor's faculty will utilize data systems to identify students who have attendance, behavioral or academic concerns. Faculty and staff members will:

- Create data decision rules for number of absences and tardies before generating a referral and/or conducting an Attendance Review Committee.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Support Team/Problem Solving Team to monitor and address the needs of students and the barriers blocking their success.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	10	18	7	10	13	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	13	13	19	18	15	0	0	0	0	0	0	0	85
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	12	22	15	26	24	0	0	0	0	0	0	0	106

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The intervention strategies that will be employed by Broadmoor's faculty and staff to improve the academic performance of students identified by the early warning system will include:

- Utilize the SST/PST to problem solve and create actions plans.
- Provide ELL Before-school Tutoring to students in grades 3, 4, and 5.
- Provide ELL Saturday Academy to students in grades 3, 4, and 5.
- Provide Saturday Academy to targeted students in grades 3, 4, and 5.
- Utilize research based interventions to close student achievement gaps related the early warning indicators.
- Provide RtI/MTSS Tier 2 (and Tier 3) Interventions

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304442>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The faculty and staff of Broadmoor Elementary is committed to building and and sustaining partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Riaz, Omar	Principal
Galceran, Maritza	Assistant Principal
Quintero, Amparo	Instructional Coach
Hindle, Blanca	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1 (Leadership Team)

- Administrators (Dr. Omar Riaz, Principal and Maria Rodriguez, Assistant Principal) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Amparo Quintero)
- Special education personnel (Sarah Wood and Paola Grisela)
- School guidance counselor (Constance Alexander)
- Student success coach (Patricia Schevis)
- School psychologist (Maryann Dominguez)
- School social worker (Dr. Javier Berezdivin)
- Member of advisory group, community stakeholders, parents
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (once a month) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Principal, Assistant Principal, and coaches of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Assistant Principal, School Guidance Counselor, School Psychologist, and the School Social Worker of the Leadership Team, Tier 2 Team, and parent/guardians are the members of the Tier 3 SST/Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?) Formative assessments is gathered once weekly, or even daily, to provide intensive support, while skill or general outcome monitoring (weekly to monthly) shows growth based on the Tier III individualized intensive intervention (iii) plan designed by the SST team.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Omar Riaz	Principal
Amparo Quintero	Teacher
Joanne Welch	Teacher
Marina Prieto	Teacher
Crystel Moore	Teacher
Wanda Rosario	Education Support Employee
Paola Grisales	Teacher
Kativa Edwards-Jerry	Teacher
Kesha Davis	Parent
Dexsi Linares	Parent
Syreeta Dietrich	Parent
Rhina Infante	Parent
Kathy Dubon	Parent
Dahiana Castano	Parent
Heidy Garcia	Student
Yvonne Garcia	Business/Community
Maribel Martinez	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

All school stakeholders to were asked to evaluate the 2015-2016 SIP by completing SIP End-of-Year 2015-2016 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2016-2017 SIP were recorded and included in the EESAC minutes.

b. Development of this school improvement plan

To assist in the preparation of the 2016-2017 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2015-2016 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2016-2017 SIP were recorded and included in the EESAC minutes.

c. Preparation of the school's annual budget and plan

The 2016-2017 School Improvement Plan was developed by a committee of school stakeholders. The annual school budget was prepared to address the greatest areas of need within the school. Instructional strengths and weaknesses were take into account to create strategic goals that best fits the school's needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

EESAC funds were utilized to purchase printer toner for all classroom teachers (\$940).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Riaz, Omar	Principal
Galceran, Maritza	Assistant Principal
Moore, Crystel	Teacher, K-12
Nazario, Deylin	Teacher, K-12
Cabrera, Belkys	Teacher, K-12
Quintero, Amparo	Instructional Coach
Alexander, Constance	School Counselor
Leon, Geraldine	Teacher, K-12
Hindle, Blanca	Instructional Coach
Johnson, Shandela	Teacher, K-12
Hampton, Barbara	Teacher, K-12
Schevis, Patricia	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team at Broadmoor Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions. The LLT will also maintain a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout all grade levels. The LLT team will meet quarterly with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team will help set clear expectations for instruction and implementation of the District's K-12 Reading Plan, including the development of a systematic approach to teaching reading within and across grade levels.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Broadmoor's faculty and staff is committed to encouraging positive working relationships among teachers. In order to encourage positive working relationships with teachers, common planning time has

been built into the master schedule. Research-based protocols are utilized to focus the meetings on students' academic needs and on the performance tasks students will be asked to generate to exhibit mastery of the content.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The administration at Broadmoor Elementary School communicates with local universities to increase the number of internships at Broadmoor Elementary School consequently increasing the number of Highly Qualified candidates for employment at Broadmoor Elementary School.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plans and discuss reading and wiring curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Brodmoor Elementary utilizes the Rtl process, before-school tutoring, intensive reading interventions, and small group instruction. Moreover, the school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 30 minute reading block (intensive reading intervention)
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards at the respective grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 30

Tutorial services that address identified area(s) of need will be provided to students in the form of immediate intensive intervention (iii), as well as opportunities in before-school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Student Center Activities, Wonder Works, Saxon, iReady, FLEX), to meet the definition of scientifically research-based programs. In addition to these programs, staff members will work with less proficient students. During school, students in Kindergarten through fifth grade will be provided interventions using McGraw Hill WonderWorks in order to meet their individual needs. English Language Learners (ELL) are provided push-in support by the ESOL resource teacher for additional academic instruction. Students are selected to participate in remedial and enrichment programs based on analysis of their student performance data.

Strategy Rationale

Students need additional time to learn — to build the skills and develop the knowledge and well-roundedness required to work and thrive in the twenty-first century.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Riaz, Omar, omarriaz@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

During the first week of the 2016-2017 school year, the grade levels will participate in a school-wide data disaggregation activity as they review and analyze the 2015-2016 iReady, 2016 FSA, and 2015 SAT-10 data results. Subject/grade level teams together with the leadership team will discuss and analyze the data results from bi-weekly/monthly assessments to determine student needs and instructional strategies. Grade levels meet after each iReady assessment to make necessary changes to their instruction to meet individual student needs. Grade level teams will meet to discuss data results from the district baseline and interim assessments to make necessary changes to their instruction to meet individual student needs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Broadmoor Elementary has developed a partnership with Title I Administration. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary pre-Kindergarten Program (VPK). Funds provided are used to give extended support through a full time highly qualified teacher and paraprofessional. This assists with the goal of providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children with the Early Childhood in Attendance Zone Program in order to ensure a smooth transition for all the students from pre-kindergarten to kindergarten. Broadmoor Elementary currently has two Pre-K units. Head Start visits the pre-kindergarten classrooms to assess student progress in the program. Pre-K students are assessed using the VPK Assessments to determine students' acquisition of specific skills and knowledge, as well as the ability to form meaningful relationships. Pre-K teachers and their paraprofessionals are responsible for implementing these strategies. At the end of the school year, the pre-kindergarten teachers articulate with the kindergarten teachers in order to establish a smooth transition. Broadmoor Elementary conducts its annual Open House which takes place in the evening during the first month of school to ensure parents and students are properly oriented in their new academic environment. Broadmoor's dedicated funding for Pre-K is Title I.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If core instruction is improved in all content areas, then there will be an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved in all content areas, then there will be an increase in student achievement. 1a

G088049

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	43.0
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of teachers utilizing data to provide effective differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS), Item Specifications, District Pacing Guides, McGraw-Hill Wonders: Approaching or Apprentice Leveled Readers, McGraw-Hill Teacher Edition: Differentiated Instruction Pages, Differentiated Instruction Skill Alignment Reference Sheet, (Digital) McGraw Hill Tier 2 Book - Phonics and Fluency, (Digital) McGraw Hill Teacher Resource Book-Decodable Text iREADY Skill Lessons, FCRR "Empowering Teachers" Activity Binders
- Mathematics Florida Standards, District Pacing Guides, Go Math Resources, DAS Infographics, I-READY program, Reflex Math program, SAT-10 Dailies, Calendar Math, District Bell Ringers, and District MAFS Assessments.
- Science Next Generation Sunshine State Standards, FCAT 2.0 Item Specifications, District Pacing Guides, Division of Academic Support (DAS) designed Planning Cards, DAS Bell Ringers, Topic Assessments, Instructional Frameworks, Gizmos, Discovery Education, Essential Labs, AIMS, and 5th grade J&J Bootcamp Speedbag

Plan to Monitor Progress Toward G1. 8

School administrators will attend common planning sessions to ensure that the classroom instruction is aligned with classroom instruction.

Person Responsible

Omar Riaz

Schedule

Daily, from 8/22/2016 to 12/23/2016

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then there will be an increase in student achievement.

1

G088049

G1.B1 There is limited evidence of teachers utilizing data to provide effective differentiated instruction. 2

B234092

G1.B1.S1 Utilize the Language Arts Florida Standards, LAFS Planning Cards, Mathematics Florida Standards, MAFS Progression Planning Sheet and the practice of backwards planning to ensure that lessons are aligned to the standards and explicit instruction is scaffolded to meet the cognitive complexity of the standards. 4

S246891

Strategy Rationale

Effective Planning and Instructional Delivery

Action Step 1 5

Provide job embedded professional development on how to differentiate instruction based on individual student needs.

Person Responsible

Amparo Quintero

Schedule

Weekly, from 8/22/2016 to 10/28/2016

Evidence of Completion

Professional Development Sign In Sheets, Coaching Calendars, Coaching Logs

Action Step 2 5

Develop and implement an instructional framework to use during the Teacher Led Center.

Person Responsible

Amparo Quintero

Schedule

Daily, from 8/22/2016 to 10/28/2016

Evidence of Completion

Teacher Led Center Plans and Differentiated Student Artifacts

Action Step 3 5

Effectively plan and deliver targeted lessons in the Teacher Led Center

Person Responsible

Amparo Quintero

Schedule

Weekly, from 8/22/2016 to 12/23/2016

Evidence of Completion

DI Lesson Plans, Observations, Differentiated Student Artifacts, OPM

Action Step 4 5

Conduct coaching cycles on an as needed basis.

Person Responsible

Amparo Quintero

Schedule

Weekly, from 8/22/2016 to 12/23/2016

Evidence of Completion

Planning Agendas, Coaching Cycle Notes, and Support Log.

Action Step 5 5

Monitor student progress in DI on a bi-weekly basis.

Person Responsible

Omar Riaz

Schedule

On 12/23/2016

Evidence of Completion

OPM

Action Step 6 5

Monitor the effective implementation of DI

Person Responsible

Omar Riaz

Schedule

On 12/23/2016

Evidence of Completion

Observations, Walkthrough Notes

Action Step 7 5

ELA teachers in grades K - 5 will utilize literacy OPM trackers to monitor the impact of differentiated instruction in ELA.

Person Responsible

Amparo Quintero

Schedule

Biweekly, from 8/22/2016 to 12/23/2016

Evidence of Completion

OPM Trackers, DI Folders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School administrators will attend common planning sessions to ensure that planning and instructional delivery is aligned with the standards.

Person Responsible

Omar Riaz

Schedule

Weekly, from 8/22/2016 to 12/23/2016

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School administrators will conduct walkthroughs to ensure that student work delivery is aligned to the standards.

Person Responsible

Omar Riaz











Schedule

Daily, from 8/22/2016 to 12/23/2016

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A320881	Provide job embedded professional development on how to differentiate instruction based on...	Quintero, Amparo	8/22/2016	Professional Development Sign In Sheets, Coaching Calendars, Coaching Logs	10/28/2016 weekly
G1.B1.S1.A2  A320882	Develop and implement an instructional framework to use during the Teacher Led Center.	Quintero, Amparo	8/22/2016	Teacher Led Center Plans and Differentiated Student Artifacts	10/28/2016 daily
G1.MA1  M334130	School administrators will attend common planning sessions to ensure that the classroom...	Riaz, Omar	8/22/2016	Walkthrough documentation, Administrative feedback and reflection on coaching logs	12/23/2016 daily
G1.B1.S1.MA1  M334124	School administrators will conduct walkthroughs to ensure that student work delivery is aligned to...	Riaz, Omar	8/22/2016	Walkthrough documentation, Administrative feedback and reflection on coaching logs	12/23/2016 daily
G1.B1.S1.MA1  M334125	School administrators will attend common planning sessions to ensure that planning and...	Riaz, Omar	8/22/2016	Walkthrough documentation, Administrative feedback and reflection on coaching logs.	12/23/2016 weekly
G1.B1.S1.A3  A320883	Effectively plan and deliver targeted lessons in the Teacher Led Center	Quintero, Amparo	8/22/2016	DI Lesson Plans, Observations, Differentiated Student Artifacts, OPM	12/23/2016 weekly
G1.B1.S1.A4  A320884	Conduct coaching cycles on an as needed basis.	Quintero, Amparo	8/22/2016	Planning Agendas, Coaching Cycle Notes, and Support Log.	12/23/2016 weekly
G1.B1.S1.A5  A320885	Monitor student progress in DI on a bi-weekly basis.	Riaz, Omar	8/22/2016	OPM	12/23/2016 one-time
G1.B1.S1.A6  A320886	Monitor the effective implementation of DI	Riaz, Omar	8/22/2016	Observations, Walkthrough Notes	12/23/2016 one-time
G1.B1.S1.A7  A320887	ELA teachers in grades K - 5 will utilize literacy OPM trackers to monitor the impact of...	Quintero, Amparo	8/22/2016	OPM Trackers, DI Folders	12/23/2016 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is improved in all content areas, then there will be an increase in student achievement.

G1.B1 There is limited evidence of teachers utilizing data to provide effective differentiated instruction.

G1.B1.S1 Utilize the Language Arts Florida Standards, LAFS Planning Cards, Mathematics Florida Standards, MAFS Progression Planning Sheet and the practice of backwards planning to ensure that lessons are aligned to the standards and explicit instruction is scaffolded to meet the cognitive complexity of the standards.

PD Opportunity 1

Provide job embedded professional development on how to differentiate instruction based on individual student needs.

Facilitator

Amparo Quintero

Participants

Grade K-5 Teachers

Schedule

Weekly, from 8/22/2016 to 10/28/2016

PD Opportunity 2

ELA teachers in grades K - 5 will utilize literacy OPM trackers to monitor the impact of differentiated instruction in ELA.

Facilitator

Amparo Quintero

Participants

Grade K-5 Teachers

Schedule

Biweekly, from 8/22/2016 to 12/23/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide job embedded professional development on how to differentiate instruction based on individual student needs.	\$0.00
2	G1.B1.S1.A2	Develop and implement an instructional framework to use during the Teacher Led Center.	\$0.00
3	G1.B1.S1.A3	Effectively plan and deliver targeted lessons in the Teacher Led Center	\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles on an as needed basis.	\$0.00
5	G1.B1.S1.A5	Monitor student progress in DI on a bi-weekly basis.	\$0.00
6	G1.B1.S1.A6	Monitor the effective implementation of DI	\$0.00
7	G1.B1.S1.A7	ELA teachers in grades K - 5 will utilize literacy OPM trackers to monitor the impact of differentiated instruction in ELA.	\$0.00
Total:			\$0.00