

Broward County Public Schools

Broadview Elementary School



2021-22 Schoolwide Improvement Plan

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Broadview Elementary School

1800 SW 62ND AVE, North Lauderdale, FL 33068

[no web address on file]

Demographics

Principal: Joshua Kisten

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (49%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Broadview Elementary School

1800 SW 62ND AVE, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school's mission is to provide research-based differentiated instruction aligned to state standards to address the needs of all learners in a safe educational environment supported by technology, real-world applications and targeted professional development.

Provide the school's vision statement.

Our vision is to prepare our students for college and careers in a competitive 21st-century global economy by providing the foundation that includes rigorous content and application of knowledge through high-order skills.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Kisten, Joshua	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. 6. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 7. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 8. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 9. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 10. Structure and monitor a school learning environment that improves learning for a diverse student population. 11. Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. 12. Implement and monitor procedures to ensure that the rights of all children and their parents are protected. 13. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 14. Utilize processes to empower others and distribute leadership when appropriate. 15. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 16. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance, and financial reporting, and maintenance of the physical plant. 17. Employ an improvement cycle for operational problems that analyze results, identifies root causes, and takes corrective action. 18. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 19. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 20. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 21. Maintain high visibility at school and in the community. 22. Cultivate, support, and develop others within the school.

Name	Position Title	Job Duties and Responsibilities
		<p>23. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>27. Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>28. Ensure adherence to good safety procedures.</p> <p>29. Follow Federal and State laws, as well as School Board policies.</p> <p>30. Perform other duties as assigned by the Director, School Performance & Accountability, or designee</p>
Morell, Rocio	Assistant Principal	<p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain active involvement in the school improvement planning process.</p> <p>6. Use quality improvement principles and processes in the daily administration of the school.</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in managing and developing the implementation and assessment of the instructional program at the assigned school to ensure all students have the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.</p> <p>10. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.</p> <p>11. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>12. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>13. Analyze and use data for decision-making or to improve actions, plans, and processes.</p> <p>14. Use current research, performance data, and feedback from students, teachers, parents, and the community to assist in making decisions related to the improvement of instruction.</p> <p>15. Access, analyze, interpret and use data in decision-making.</p> <p>16. Develop positive relationships with customers (students, parents, teachers, community)</p> <p>17. Assist with facilitating a program of family and community involvement.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 18. Serve as an arbitrator for serious discipline problems in accordance with District policy and state statutes. 19. Develop and maintain positive school/community relations and act as a liaison between the two. 20. Assist with the completion of the annual Needs Assessment to determine staff development. 21. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 22. Assist in building a school community and environment which supports learning and growth. 23. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency), and customer satisfaction.
Davis, Kaisha	Math Coach	<ul style="list-style-type: none"> 1. Support the development of high quality/effective math instruction in all schools; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology 2. Assist teacher teams to develop both school-wide and classroom Math intervention plans. 3. Ensure that site initiatives align with District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback 4. Perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County. 5. Review current developments, literature, and technical sources of information related to job responsibility. 6. Ensure adherence to good safety procedures. 7. Follow Federal and State laws, as well as School Board policies. 8. Perform other duties as assigned by the principal or designee.
Alabre, Natacha	Reading Coach	<ul style="list-style-type: none"> 1. Contribute the expertise needed to prepare the school's reading program. 2. Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Florida State Assessment Accountability Act of 1976. 3. provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction. 4. Assist the school staff in organizing and managing reading skills as an integral part of all subject areas. 5. Provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction. 6. Participate in a team teaching effort with classroom teachers. 7. Interpret the reading program for both parents and the community. 8. Ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs. 9. Ensure that site initiatives align with District and State initiatives by meeting

Name	Position Title	Job Duties and Responsibilities
		<p>regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.</p> <p>10. Perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.</p> <p>11. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>12. Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>13. Ensure adherence to good safety procedures.</p> <p>14. Follow Federal and State laws, as well as School Board policies.</p> <p>15. Perform other duties as assigned by the principal or designee.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Joshua Kisten

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

685

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	114	124	115	109	108	0	0	0	0	0	0	0	674
Attendance below 90 percent	41	39	41	27	27	20	0	0	0	0	0	0	0	195
One or more suspensions	1	0	0	3	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	23	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	3	11	29	33	20	17	0	0	0	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	13	30	9	19	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	107	111	126	92	110	0	0	0	0	0	0	0	629
Attendance below 90 percent	41	39	41	27	27	20	0	0	0	0	0	0	0	195
One or more suspensions	1	0	0	3	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	23	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	13	30	9	19	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	59%	57%	42%	56%	56%
ELA Learning Gains				62%	60%	58%	55%	57%	55%
ELA Lowest 25th Percentile				56%	54%	53%	53%	51%	48%
Math Achievement				60%	65%	63%	55%	62%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				59%	66%	62%	56%	60%	59%
Math Lowest 25th Percentile				50%	53%	51%	51%	47%	47%
Science Achievement				40%	46%	53%	31%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-45%				
05	2021					
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-67%				
05	2021					
	2019	53%	64%	-11%	60%	-7%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	49%	-11%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below is I-ready.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	42%	52%
	Economically Disadvantaged	42%	41%	52%
	Students With Disabilities	35.3%	41%	44%
	English Language Learners	19%	24%	32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	28%	38%
	Economically Disadvantaged	28%	27%	38%
	Students With Disabilities	24%	24%	26%
	English Language Learners	22%	28%	38%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	37%	53%
	Economically Disadvantaged	31%	41%	55%
	Students With Disabilities	.5%	15%	35%
	English Language Learners	10%	20%	41%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	21%	31%
	Economically Disadvantaged	11%	19%	30%
	Students With Disabilities	5%	10%	17%
	English Language Learners	8%	17%	20%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	45%	52%
	Economically Disadvantaged	32%	44%	50%
	Students With Disabilities	20%	27%	20%
	English Language Learners	7%	13%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	26%	35%
	Economically Disadvantaged	11%	26%	32%
	Students With Disabilities	21%	21%	20%
	English Language Learners	3%	16%	16%
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	34%	40%
	Economically Disadvantaged	22%	33%	39%
	Students With Disabilities	7%	7%	15%
	English Language Learners	11%	3%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	28%	42%
	Economically Disadvantaged	18%	27%	39%
	Students With Disabilities	7%	0	17%
	English Language Learners	9%	14%	20%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	33%	43%
	Economically Disadvantaged	24%	34%	44%
	Students With Disabilities	12%	31%	14%
	English Language Learners	14%	21%	32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	28%	41%
	Economically Disadvantaged	17%	28%	41%
	Students With Disabilities	7%	7%	14%
	English Language Learners	0%	9%	27%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	25%	27%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	29	20	14	12		17				
ELL	38	60	53	30	16	8	31				
BLK	37	63	45	27	27	20	20				
HSP	39	58	62	34	16	10	26				
WHT	60	50		33	18						
FRL	38	60	50	30	22	17	23				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	54	58	34	52	46	25				
ELL	49	61	61	60	60	48	36				
ASN	93			86							
BLK	47	55	43	58	53	45	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	53	65	67	60	64	48	49				
WHT	57	75		60	60						
FRL	51	62	55	59	57	48	37				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	39	43	27	46	39	16				
ELL	35	43	43	48	43	58	17				
ASN	82			82							
BLK	35	55	61	51	57	47	23				
HSP	47	52	45	56	53	48	37				
WHT	38	50		58	70						
FRL	42	55	53	54	54	50	30				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the results from the Florida Standards Assessment 2021, the data revealed there was a 12% decline in English Language Arts (ELA) proficiency. ELA 2019 proficiency decreased from 52% to 40%. In addition, there was also a 12% decrease in the economic status subgroup. This subgroup decreased from 48% to 36%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the results from the Florida Standards Assessment 2021, the area that showed a need for improvement was the economical disadvantage subgroup ELA lowest quartile. There was a 12% decrease from the 2019 school year.

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

The contributing factor to this decline stems from the pandemic. Students had to adapt to a new realm of the virtual learning environment. As a result of the unprecedented circumstances, there was a loss of academic learning. Teachers have been extended an opportunity to participate in district Professional Learning courses focused on a variety of deeper dive standards that is extended through the lens of B.E.S.T standards.

Also, in-house Professional Development will be provided to teachers which will support closing the academic gap. The Professional Development will be provided in Professional Learning Communities (PLC). Further, one-on-one support will be provided to individual teachers that need additional assistance. In addition, the literacy coach will meet with grade-level teachers weekly to ensure delivery of high-impact instruction and increased student achievement using the Instructional Data Calendar. The literacy coach will ensure student learning experiences match the rigor of the standards, increase systems to support students, and maximize staff and student engagement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was in ELA Learning gains. ELA learning gains results were 60%.

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

Remediation and additional scaffolding support were provided during the uninterrupted reading block. In order to determine optimal ways to help build the capacity of students to advance practices of collective commitments around the unifying vision of instructional excellence in literacy, our interventionist facilitators met with students weekly for a period of thirty minutes. The performance of ELA assessments was analyzed to determine student need for increased support. The Benchmark Assessment System and I-Ready diagnostic data were used to determine reading growth at the rate in which students were progressing towards mastery of grade-level standards.

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

In order to accelerate learning, progress monitoring, applying research-based effective interventions, and push-in support will be implemented. The ESSER teacher will be provided with a curriculum that is aligned to the Benchmark Advanced's Scope and Sequence. The ESSER teacher will also use the Horizons Intervention curriculum with fidelity to help close the academic gap. The members of the Collaborative Problem Solving Team (CPST) will meet frequently to discuss students with academic concerns in order to achieve the goal of promoting student performance. Furthermore, the CPS Team will meet monthly to discuss ways in which we can target specific skills that warrant improvement.

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

Professional development will be extended to teachers to support unpacking units of instruction through the Curriculum Assessment Remediation Enrichment (CARE) system. The professional development will assist teachers in understanding the connection between curriculum materials, planning for rigorous instruction, the advantage of embedding strategies, and a variety of ways to increase student achievement. Furthermore, teachers will be encouraged to take the learning from the professional development back to their classrooms to build capacity.

Universal Design for Learning (UDL) practices are embedded within ELA curriculum maps and scope and sequence documents to ensure the instructional design provides for multiple means of representation, action and expression, and engagement for all students. The Universal Design for Learning document is accessible to teachers through the district Learning Management System (Canvas) and is represented in resources for teachers that illustrate the UDL connections to our core resources.

Broadview's walkthroughs collect evidence using the Instructional Practice Guide, core actions 2 and 3 aligned to the principles of UDL, which helps to determine if all students are being instructed with multiple means of engagement, representation, and expression. Teachers attending district ELA professional development will bring student products and reflect on how they designed learning experiences to meet the needs of all students.

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

In order to ensure the sustainability of improvement in the next year and beyond, progress monitoring will be designed to assist students in meeting state and district expectations for proficiency. A Progress Monitoring Plan (PMP) will be created for individuals that are not meeting academic expectations. The generated Progress Monitoring Plan highlights the goal that supports deficiencies in Reading. The Progress Monitoring Plan will be designed to be flexible in meeting the academic needs of all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Based on the results from the Florida Standards Assessment 2021, the area that showed a need for improvement was the economical disadvantage subgroup ELA lowest quartile.
Description and Rationale:	There was a 12% decrease from the 2019 school year.
Measurable Outcome:	By June 2022, ELA proficiency will increase from 40% to 52%.
Monitoring:	ELA assessments will be monitored using the Benchmark Advanced Scope and Sequence timeline (3-week cycle). Standards Mastery will be given quarterly to target the standards in which students have not exhibited mastery. Students scoring below 60% will be provided remediation support during small-group instruction. Weekly data chats will be implemented in Professional Learning Communities (PLC) through the Curriculum, Assessment, Remediation, and Enrichment Process (C.A.R.E).
Person responsible for monitoring outcome:	Natacha Alabre (natacha.alabre@browardschools.com)
Evidence-based Strategy:	<p>The evidence-based strategies that will be implemented to enhance this area of focus are progress monitoring, applying research-based effective interventions, and push-in support will be implemented. The ESSER teacher will be provided with a curriculum that is aligned to the Benchmark Advanced's Scope and Sequence. The ESSER teacher will also use the Horizons Intervention curriculum with fidelity to help close the academic gap. The members of the Collaborative Problem Solving Team (CPST) will meet frequently to discuss students with academic concerns in order to achieve the goal of promoting student performance. Furthermore, the CPS Team will meet monthly to discuss ways in which we can target specific skills that warrant improvement.</p> <p>Progress monitoring is a key element in the continuous school improvement process; it is a scientifically based practice used to assess students' academic progress and evaluate the effectiveness of instruction. Tracking the development process guides how data will be collected in order to make instructional decisions about the progress of students and establish a decision-making plan for examining the data collected.</p>
Rationale for Evidence-based Strategy:	<p>Prescribed interventions help identify areas of concern within the academic performance which helps to improve in the area of need by being proactive within the educational barriers.</p> <p>Providing push-in support helps remedy weaknesses which will support a more detailed tracking of progress to reach students' optimal academic proficiency.</p> <p>The above explanation highlights the rationale for selecting progress monitoring, prescribed interventions, and push-in support as the effective strategic plan to help increase student achievement.</p>

Action Steps to Implement**1. Professional Development:**

Professional development will be extended to teachers to support unpacking units of instruction through the Curriculum Assessment Remediation Enrichment (CARE) system. The professional development will assist teachers in understanding the connection between curriculum materials, planning for rigorous instruction, the advantage of embedding strategies, and a variety of ways to increase student

achievement. Furthermore, teachers will be encouraged to take the learning from the professional development back to their classrooms to build capacity.

Person Responsible Natacha Alabre (natacha.alabre@browardschools.com)

2. Curriculum Implementation:

Universal Design for Learning (UDL) practices are embedded within ELA curriculum maps and scope and sequence documents to ensure the instructional design provides for multiple means of representation, action and expression, and engagement for all students. The Universal Design for Learning document is accessible to teachers through the district Learning Management System (Canvas) and is represented in resources for teachers that illustrate the UDL connections to our core resources.

Person Responsible Natacha Alabre (natacha.alabre@browardschools.com)

3. Support/Feedback:

Broadview's walkthroughs collect evidence using the Instructional Practice Guide, core actions 2 and 3 aligned to the principles of UDL, which helps to determine if all students are being instructed with multiple means of engagement, representation, and expression. Teachers attending district ELA professional development will bring student products and reflect on how they designed learning experiences to meet the needs of all students.

Person Responsible Natacha Alabre (natacha.alabre@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the discipline data from SafeSchoolsforAlex.org, Broadview Elementary ranks high with 0.9 per 100 students with reported incidents.

Our primary area of concern is reported violent incidents, such as bullying, fighting, and threat or intimidation. The dashboard indicated a high rank for the incident type, with reports of over 0.79 per 100 students. Interventions have been put into place at Broadview Elementary and across the district. We have a daily Social Emotional Learning lesson, a reward system in the cafeteria, monthly Kids of Character lessons, and hallway recognition. Broadview's mental health professionals meet with students individually, as well as provides classroom interventions and small group counseling. When necessary, we make referrals to outside agencies such as Chrysalis and Henderson Behavioral Health.

Broadview's secondary area concern is in-school suspensions. With a ranking of moderate, and 1.6 per 100 students having reported suspensions, Broadview will monitor this concern with the use of different behavior interventions, including classroom guidance lessons, small group sessions, and the use of behavior plans when needed.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Broadview Elementary is made up of many different cultures. As part of our Equity, Diversity, and Cultural Awareness efforts; Broadview Elementary prides itself in working hard to represent, support, and welcome all cultures in our school and community. The school provides an equitable and inclusive environment for all students and families attending the campus. The administration, teachers, and staff will ensure that all students are offered wrap-around support which includes accessibility, growth and academic opportunities, prevention as well as intervention resources, policies, practices, procedures, and teaching styles which will promote confidence, equality, and support to all students of diverse backgrounds and beliefs. Each student will be provided with the proper tools and support to maximize his or her abilities and potential throughout the student's academic journey at Broadview Elementary School, and beyond.

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

Administration surveys the diverse cultures represented at Broadview Elementary monthly. Broadview Elementary along with Broadview Elementary Community Partners, work together in celebrating a different culture each month which represents the percentage of our school and community family. September through May, Cultural Awareness materials, decorations, and banners are throughout the hallways in a celebratory manner. Monthly cultural celebrations on campus include hallway décor, teacher lesson plan incorporation, newsletters, flags and banners displayed outside of the school, multi-cultural events/celebrations. In the classroom, show and tell in which students are allowed to bring in a book that represents his or her culture. In addition to celebrating cultures, we ensure that school materials are available in all represented languages, and distribute surveys on a regular basis for parent input regarding ways that they feel we as a school can improve our cultural awareness on the campus and in the community.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	100-Salaries	0811 - Broadview Elementary School	Title, I Part A		\$11,000.00
			Notes: Extended Learning Opportunities (ELO)			
Total:						\$11,000.00