



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Broadmoor Elementary School

3401 NW 83RD ST

Miami, FL 33147

305-691-0861

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Broadmoor Elementary School

Principal

Linda Klein G

School Advisory Council chair

Amparo Quintero

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda Klein	Principal
Maria Rodriguez	Assistant Principal
Lunilda Mcvay	School Psychologist
Shikira Lockette	School Social Worker
Jo Ann Rivera	Special Education Personnel
Amparo Quintero	Reading Coach
Wanda Rosario	Community Involvement Specialist
Nicole Bhagwandin	Reading Coach
James Mangum	Science Coach
Chantea Salley	Mathematics Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Educational Excellence Council is a representation of the ethnic, racial, and linguistic community at Broadmoor Elementary School. The council consists of 5 teachers, 1 alternate teacher, 6 parents, 1 alternate parent, 1 student, 1 alternate student, 1 educational support employee, 1 alternate educational support employee, 2 business/community representatives, the UTD steward and the principal.

Involvement of the SAC in the development of the SIP

To assist in the preparation of the 2013-2014 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2012-2013 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2013-2014 SIP were recorded and included in the EESAC minutes.

Activities of the SAC for the upcoming school year

The EESAC will meet monthly to assist and support the total school program. The EESAC will develop and monitor the implementation and progress of the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

EESAC funds will be utilized to purchase Accelerated Reader books and quizzes to further enhance the Media Center and students' reading performance (\$3,800.00). Additionally, funds will be allocated to the printing of informational worksheets for a professional development on differentiated instruction (\$100.00) and the printing of newsletters/District Policies (\$50.00).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Klein G

Principal

Years as Administrator: 19

Years at Current School: 10

Credentials

BS Elementary Education, Masters in Educational Leadership, Elementary Education 1-6 Certification, Early Childhood Certification, and a Certified Principal

Performance Record

2013 – School Grade – D
 Rdg. Proficiency - 31%
 Math Proficiency - 42%
 Rdg. Lrg. Gains - 55 points
 Math Lrg. Gains - 57 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 39 points
 Rdg. AMO – N
 Math AMO – N
 2012 – School Grade – C
 Rdg. Proficiency - 40%
 Math Proficiency - 39%
 Rdg. Lrg. Gains - 70 points
 Math Lrg. Gains - 58 points
 Rdg. Imp. of Lowest 25% - 86 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AMO – N
 Math AMO – N
 2011-2009 - School Grade 2011-C, 2010-C, 2009-C
 High Standards Rdg. 2011-53, 2010-55, 2009-53
 High Standards Math 2011-67, 2010-64, 2009-62
 Lrng Gains-Rdg. 2011-54, 2010-57, 2009-64
 Lrng Gains-Math 2011-69, 2010-62, 2009-57
 Gains-Rdg-25% 2011-46, 2010-72, 2009-59
 Gains-Math-25% 2011-69, 2010-74, 2009-63
 AMO-N

Maria Rodriguez

Asst Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Elementary Education, Educational Leadership

Performance Record

2013 – School Grade – D
 Rdg. Proficiency - 31%
 Math Proficiency - 42%
 Rdg. Lrg. Gains - 55 points
 Math Lrg. Gains - 57 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 39 points
 Rdg. AMO – N
 Math AMO – N

2012 – School Grade – C
 Rdg. Proficiency - 40%
 Math Proficiency - 39%
 Rdg. Lrg. Gains - 70 points
 Math Lrg. Gains - 58 points
 Rdg. Imp. of Lowest 25% - 86 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AMO – N
 Math AMO – N

2011-2009 - School Grade 2011-C, 2010-C, 2009-B
 High Standards Rdg. 2011-70, 2010-61, 2009-59
 High Standards Math 2011-73, 2010-66, 2009-66
 Lrng Gains-Rdg. 2011-66, 2010-59, 2009-65
 Lrng Gains-Math 2011-58, 2010-63, 2009-59
 Gains-Rdg-25% 2011-55, 2010-40, 2009-70
 Gains-Math-25% 2011-70, 2010-67, 2009-65
 AMO-N

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nichole Bhagwandin		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. Health Education M.S. Reading Education ESOL Endorsement Reading Endorsement	
Performance Record	2013- School Grade – D Rdg. Proficiency- 35% Math proficiency- 52% Rdg. Lrg. Gains- 55 % Math Lrg Gains- 57 % Rdg. Imp of Lowest- 75% Math Imp of Lowest - 65% Rdg. AMO- N Math AMO- N 2012- School Grade – B Rdg. Proficiency- 35% Math proficiency- 50% Rdg. Lrg. Gains- 75 % Math Lrg Gains- 72 % Rdg. Imp of Lowest - 81% Math Imp of Lowest - 78% Rdg. AMO- N Math AMO- N 2011-2009 - PLC School Grade 2011-X, 2010-X, 2009-X High Standards Rdg. 2011-X, 2010-X, 2009-X High Standards Math 2011-X, 2010-X, 2009-X Lrng Gains-Rdg. 2011-X, 2010-X, 2009-X Lrng Gains-Math 2011-X, 2010-X, 2009-X Gains-Rdg-25% 2011-X, 2010-X, 2009-X Gains-Math-25% 2011-X, 2010-X, 2009-X AMO-N	

James Magnum		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	B.S Elementary Education Master in Curriculum and Instruction ESOL endorsement	
Performance Record	First year teaching in Miami-Dade County	

Chantea Salley		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Mathematics	
Credentials	Elementary Education 1-6 Masters in Varying Exceptionality ESOL Endorsement	
Performance Record	2013 – School Grade – D Rdg. Proficiency - 31% Math Proficiency - 42% Rdg. Lrg. Gains - 55 points Math Lrg. Gains - 57 points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 39 points Rdg. AMO – N Math AMO – N 2012 – School Grade – C Rdg. Proficiency - 40% Math Proficiency - 39% Rdg. Lrg. Gains - 70 points Math Lrg. Gains - 58 points Rdg. Imp. of Lowest 25% - 86 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – N Math AMO – N 2011-2009 - School Grade 2011-C, 2010-C, 2009-C High Standards Rdg. 2011-53, 2010-55, 2009-53 High Standards Math 2011-67, 2010-64, 2009-62 Lrng Gains-Rdg. 2011-54, 2010-57, 2009-64 Lrng Gains-Math 2011-69, 2010-62, 2009-57 Gains-Rdg-25% 2011-46, 2010-72, 2009-59 Gains-Math-25% 2011-69, 2010-74, 2009-63 AMO-N	

Classroom Teachers

# of classroom teachers	34
# receiving effective rating or higher	33, 97%
# Highly Qualified Teachers	76%
# certified in-field	34, 100%
# ESOL endorsed	26, 76%

reading endorsed

2, 6%

with advanced degrees

12, 35%

National Board Certified

4, 12%

first-year teachers

0, 0%

with 1-5 years of experience

6, 18%

with 6-14 years of experience

15, 44%

with 15 or more years of experience

13, 38%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Regular meetings of new teachers with the principal will be conducted to assist the new teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement. In addition the principal will monitor that the new teachers are participating in professional development which promotes effective classroom practices.

The Assistant Principal will oversee the partnering of new teachers with veteran teachers to ensure the new teachers are provided with outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Marina Prieto will be paired with Jenifer Molina because of Ms. Prieto's outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms Prieto will assist Ms. Molina in organizing a rich learning environment in the classroom and developing rigorous lesson plans.

Ada Ortiz will be paired with Jessica Gonzalez because of Ms. Ortiz's outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms Ortiz will assist Ms. Gonzalez in organizing a rich learning environment in the classroom and developing rigorous lesson plans. Jill Moore will be paired with Debra Bazile because of Ms. Moore's outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms Moore will assist Ms. Bazile in organizing a rich learning environment in the classroom and developing rigorous lesson plans.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)

- Administrator(s) (Linda Klein, Principal and Maria Rodriguez, Assistant Principal) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) 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 (Jo Ann Rivera)
- School guidance counselor (Constance Alexander)
- School psychologist (Lunilda Mcvay)
- School social worker (Shikira Lockette)

- 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/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aimlines and support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science and writing for Tier I, Tier II, and Tier III monitoring of classes, small groups, and individual students.

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- SuccessMaker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using the Perceptions of RtI Skills Surveys to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year: 60**

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/after 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, SuccessMaker), 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 Second Grade will be pulled for small group tutoring using Wonder Works and Saxon as interventions in order to meet their individual needs. English Language Learners (ELL) are pulled for additional academic instruction by the ESOL resource teacher. The school also enlists the support of parent/community volunteers to read with small groups of children during the school day. The students are selected to participate in these remedial and enrichment programs based on analysis of their student performance data.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

During the first week of the 2013-2014 school year, the grade levels will participate in a school-wide data disaggregation activity as they review and analyze the 2013 FCAT demographic 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 FAIR assessment to make necessary changes to their instruction to meet individual student needs. During the months of August/September, October/November, and January/February 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.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team will monitor the implementation of these strategies by ensuring 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.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Linda Klein	Principal
Maria Rodriguez	Assistant Principal
Amparo Quintero	Reading Coach
Joann Welch	Kindergarten Grade Level Chair

Name	Title
Nichole Bhagwandin	First Grade Level Chair
Crystel Moore	Second Grade Level Chair
Tanesha Sewell	Third Grade Level Chair
Marina Prieto	Fourth Grade Level Chair
Chantea Salley	Fifth Grade Level Chair
Nichole Bhagwandin	Reading Coach

How the school-based LLT functions

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The staff and all instructional personnel are committed to instilling a love of reading to each student that enters our building. School initiatives such as "Reading Around Broadmoor" and Accelerated Reader have been pivotal in providing students with an opportunity to experience reading success. As a part of our instructional program literature is infused in all content areas so that reading is at the forefront of student achievement. Broadmoor also participates in the Young Readers Program sponsored by Target to help young Latino children and their families to improve their reading skills. This program is designed to serve 25 students in Kindergarten and First grade.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 (HIPPY) Program. HIPPY 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 three Pre-K Programs. During the spring, Head Start visits the pre-kindergarten classrooms to assess student progress in the program. We use the Early Growth Indicators Benchmark Assessment (EGIBA) and the Phonological Early Literacy Inventory (PELI) 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 weeks 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	31%	No	51%
American Indian				
Asian				
Black/African American	40%	37%	No	46%
Hispanic	46%	28%	No	51%
White				
English language learners	38%	21%	No	44%
Students with disabilities	21%	13%	No	29%
Economically disadvantaged	44%	31%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	20%	35%
Students scoring at or above Achievement Level 4	17	9%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		53%	58%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	91	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	19%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	15	24%	32%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	42%	No	54%
American Indian				
Asian				
Black/African American	46%	45%	No	51%
Hispanic	50%	40%	No	55%
White				
English language learners	45%	33%	No	51%
Students with disabilities	28%	20%	No	36%
Economically disadvantaged	48%	41%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	24%	35%
Students scoring at or above Achievement Level 4	30	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		39%	45%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	27%	32%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	50	75%	68%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL Students.
- G2.** The number of STEM-related experiences provided for students will increase by 10 points to 50% and participation in STEM-related experiences provide for students will increase by 10 points to 60%.
- G3.** Students who are deemed as developing a pattern of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/ Rtl team.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL Students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers Technology Supplemental Materials Enrichment Activities Differentiated Instruction Interventionists District Interim Assessments Wonderworks/Saxon coaches Planning time in grade level/subject/content

Targeted Barriers to Achieving the Goal

- Lack of effective instruction aligned to standards and delivered with fidelity through the Gradual Release Model and using ELL strategies.
- Inconsistent use of differentiated instruction aligned with data driven analysis and researched based strategies.
- Lack of quality lessons that follow an explicit instructional routine and planning with teachers.
- Inconsistent use of the coaching cycle to support teacher instruction.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the SBLT will schedule quarterly review of Interim Assessment Data along with monthly assessment data in order to monitor students' progress in Weekly Basal Assessments, Bi-Weekly Formative Reading Benchmark Assessment, and Student Work Samples. The SBLT and classroom teachers will determine the effectiveness of the above strategies through constant communication and monthly data chats and will adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment Data, 2014 FCAT 2.0 Assessment Data, 2014 CELLA Data

G2. The number of STEM-related experiences provided for students will increase by 10 points to 50% and participation in STEM-related experiences provide for students will increase by 10 points to 60%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Teachers
- Technology
- Supplemental Materials
- Enrichment Activities

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

Administrators will monitor over Science Coach and STEM teachers and will look for increased participation in school site STEM competitions that serve as a process for the district competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Interim Assessment data Summative Assessments: 2014 FCAT 2.0 results will be used to determine the effectiveness of strategies.

G3. Students who are deemed as developing a pattern of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Differentiated Instructions
- Teachers
- Interventions
- Technology

Targeted Barriers to Achieving the Goal

- The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 11% to 10%
- The number of students who receive two or more behavior referrals will remain at 0%
- The number of students who receive one or more behavior referral that lead to suspension will remain 0%
- The number of students who are retained will decrease by 1 percentage point from 3% to 2%.
- The number of students who are not proficient in reading by third grade on the 2014 FCAT 2.0 will decrease by 7 percentage points from 75% to 68%.

Plan to Monitor Progress Toward the Goal

Administrators will monitor bi-weekly updates of all the logs.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FCAT 2.0 Assessment Data Interim Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL Students.

G1.B1 Lack of effective instruction aligned to standards and delivered with fidelity through the Gradual Release Model and using ELL strategies.

G1.B1.S1 Implement and monitor the effective use of data driven instruction

Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September, Ongoing, Weekly

Evidence of Completion

Teacher Observation, Student Work Samples, Lesson Plans

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

Effective use of data driven instruction aligned to standards

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation notes, Student Work Samples

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the SBLT and classroom teachers will monitor for effectiveness through Bi-weekly Formative, and Student Work Samples

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Assessment Data, Student Work Samples, Interim Assessment Data

G1.B1.S2 Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Action Step 1

Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Person or Persons Responsible

Coaches and CSS

Target Dates or Schedule

September 2013, Ongoing

Evidence of Completion

Materials, Agenda, Sign in sheets

Facilitator:

CSS and Coaches

Participants:

Grades 3-5

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Person or Persons Responsible

SBLT

Target Dates or Schedule

September 2013, Ongoing

Evidence of Completion

Individual Teacher PD Plans updated

Plan to Monitor Effectiveness of G1.B1.S2

Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data

G1.B1.S3 Establish model classrooms for observation to scale out to all teachers.

Action Step 1

Establish model classrooms for observation to scale out to all teachers.

Person or Persons Responsible

SBLT, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Establish model classrooms for observation to scale out to all teachers.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of Observations

Plan to Monitor Effectiveness of G1.B1.S3

Establish model classrooms for observation to scale out to all teachers.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Weekly, Ongoing

Evidence of Completion

Student Data, Schedule of Observations

G1.B1.S4 Design and implement a schedule for common data meetings and lesson planning as a required expectation.

Action Step 1

Design and implement a schedule for common data meetings and lesson planning as a required expectation.

Person or Persons Responsible

SBLT

Target Dates or Schedule

September, Ongoing

Evidence of Completion

Agendas, Schedule of planning times

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Design and implement a schedule for common data meetings and lesson planning as a required expectation.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chat and schedule for common planning, Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S4

Design and implement a schedule for common data meetings and lesson planning as a required expectation.

Person or Persons Responsible

SBLT

Target Dates or Schedule

September 2013 and Ongoing

Evidence of Completion

Student Data, Charted Data, Action Plans and Lesson Plans

G1.B2 Inconsistent use of differentiated instruction aligned with data driven analysis and researched based strategies.

G1.B2.S1 Coach will model and facilitate data-driven differentiated instruction in teacher-led small group instruction

Action Step 1

Schedule and facilitate data-driven differentiated instruction in teacher-led small group instruction

Person or Persons Responsible

Coaches and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation, Student Work Sample, Differentiated instruction plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Implement ongoing support for teachers through planning and during differentiated instruction

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation notes, Student Work Samples, Data Chats, Coaching Logs

Plan to Monitor Effectiveness of G1.B2.S1

Implement ongoing support for teachers through planning and during differentiated instruction

Person or Persons Responsible

SBLT and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Assessment Data, Student Work Samples, Interim Assessment Data

G1.B2.S2 Design and Implement an instructional framework with DI embedded daily

Action Step 1

Design and Implement an instructional framework with DI embedded daily

Person or Persons Responsible

CSS and Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

Instructional Frameworks

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Design and Implement an instructional framework with DI embedded daily

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough, DI Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S2

Design and Implement an instructional framework with DI embedded daily

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data, Lesson Plans

G1.B3 Lack of quality lessons that follow an explicit instructional routine and planning with teachers.

G1.B3.S1 Plan for and deliver lessons that follow an instructional routine

Action Step 1

Plan for and deliver lessons that follow an instructional routine

Person or Persons Responsible

Coaches and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation, Student Work Sample, Lesson Plans, Data Chats

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Plan for and deliver lessons that follow an instructional routine

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples, Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Plan for and deliver lessons that follow an instructional routine

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 Assessment Data, Student Work Samples, Interim Assessment Data

G1.B3.S2 Utilize effective reading comprehension and writing strategies

Action Step 1

Utilize effective reading comprehension and writing strategies

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Routines, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Utilize effective reading comprehension and writing strategies

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Instructional Delivery

Plan to Monitor Effectiveness of G1.B3.S2

Utilize effective reading comprehension and writing strategies

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data

G1.B3.S3 Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Action Step 1

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Person or Persons Responsible

Teachers, Coaches, and CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation Logs, Lesson Plans

Facilitator:

CSS, Coaches

Participants:

Grades K-5

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations and Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S3

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data and Instructional Delivery

G1.B4 Inconsistent use of the coaching cycle to support teacher instruction.

G1.B4.S1 Design and implement a needs survey for teachers

Action Step 1

Design and implement a needs survey for teachers

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 2013

Evidence of Completion

Needs Survey

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Design and implement a needs survey for teachers

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches Calendars and Logs

Plan to Monitor Effectiveness of G1.B4.S1

Design and implement a needs survey for teachers

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Delivery of Instruction, Coaches Calendars and Logs

G1.B4.S2 Collect data and analyze teacher needs to prioritize and select teachers to begin implementation of the coaching cycle

Action Step 1

Collect data and analyze teacher needs to prioritize and select teachers to begin implementation of the coaching cycle

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs and calendars

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Collect data and analyze teacher needs to prioritize and select teachers to begin implementation of the coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs and calendars

Plan to Monitor Effectiveness of G1.B4.S2

Collect data and analyze teacher needs to prioritize and select teachers to begin implementation of the coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs and calendars

G1.B4.S3 Administration will monitor the coaches calendar and logs to adjust support based on data

Action Step 1

Administration will monitor the coaches calendar and logs to adjust support based on data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs and calendars

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Administration will monitor the coaches calendar and logs to adjust support based on data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs and calendars

Plan to Monitor Effectiveness of G1.B4.S3

Administration will monitor the coaches calendar and logs to adjust support based on data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data, Coaches log and calendars

G2. The number of STEM-related experiences provided for students will increase by 10 points to 50% and participation in STEM-related experiences provide for students will increase by 10 points to 60%.

G2.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G2.B1.S1 We have limited evidence of completed student projects in STEM (Science Fair, field trips, etc.)

Action Step 1

We have limited evidence of completed student projects in STEM (Science Fair, field trips, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair projects

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Following the FCIM model, science projects will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Tests and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, science projects will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment data

G2.B1.S2 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.)

Action Step 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Science Fair, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan and timeline

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Following the FCIM model, plan and timeline will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student projects

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM model, plan and timeline will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessment data

G2.B1.S3 Provide opportunities for students to experience the scientific method by participating in experiments in the science lab.

Action Step 1

Provide opportunities for students to experience the scientific method by participating in experiments in the science lab.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Experiments and science lab schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Following the FCIM model, science lab schedule and lesson plans will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Schedule and lesson plans

Plan to Monitor Effectiveness of G2.B1.S3

Following the FCIM model, science lab schedule and lesson plans will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: District Interim Assessment data

G3. Students who are deemed as developing a pattern of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G3.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 11% to 10%

G3.B1.S1 Professional development for parents on improving student attendance.

Action Step 1

Provide professional development for parents on improving student attendance.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

TCST 5 TCST logs, Connect Ed Reports and Attendance rosters

Facilitator:

CSI and Counselor

Participants:

Parents

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Following the FCIM model, reports and logs will be reviewed and will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports and logs

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, reports and logs will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: TCST logs, Connect Ed Reports, and Attendance rosters.

G3.B1.S2 Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

Action Step 1

Interventions will be established to retained third grade students to address students' areas of need.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention logs and student work

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Following the FCIM model, Intervention logs will be reviewed to ensure fidelity to the frequency of instruction.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Intervention logs and student work

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM model, Intervention logs will be reviewed to ensure fidelity to the frequency of instruction.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Intervention logs

G3.B2 The number of students who receive two or more behavior referrals will remain at 0%

G3.B2.S1 The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Teachers, MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Behavior referrals, "Do the Right Thing" participation logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reward and participation logs

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: "Do the Right Thing" participation logs.

G3.B2.S2 A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project.

Action Step 1

A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Behavior referrals, "Do the Right Thing" participation logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reward and participation logs

Plan to Monitor Effectiveness of G3.B2.S2

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: "Do the Right Thing" participation logs.

G3.B3 The number of students who receive one or more behavior referral that lead to suspension will remain 0%

G3.B3.S1 A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project.

Action Step 1

A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project.

Person or Persons Responsible

Teachers, MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Behavior referrals, "Do the Right Thing" participation logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

Teachers, MTSS/RTI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reward and participation logs

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, referrals and participation of the program will be reviewed to ensure students' behavior are improving.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: "Do the Right Thing" participation logs.

G3.B4 The number of students who are retained will decrease by 1 percentage point from 3% to 2%.

G3.B4.S1 Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Action Step 1

Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and Assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Logs Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Student progress will be monitored by gathering intervention logs.

G3.B5 The number of students who are not proficient in reading by third grade on the 2014 FCAT 2.0 will decrease by 7 percentage points from 75% to 68%.

G3.B5.S1 Students who are deemed as developing a pattern of non-mastery of benchmarks will be referred to the MTSS/Rtl team.

Action Step 1

Students who are deemed as developing a pattern of non-mastery of benchmarks will be referred to the MTSS/Rtl team.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and Assessments

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Student progress will be monitored by gathering intervention logs.

G3.B5.S2 Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Action Step 1

Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Schedules and Data Forms

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Administration and Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Intervention Schedules and Data Record Forms

Plan to Monitor Effectiveness of G3.B5.S2

Interventions (Wonder Works and Saxon) will be established to address students' areas of need. Participation in these programs will ensure students are receiving targeted intensive instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data and Intervention Record Forms

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Broadmoor Elementary Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Broadmoor Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B -

NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Broadmoor Elementary school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Broadmoor Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs -

N/A

Head Start

Head Start programs are co-related in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL Students.

G1.B1 Lack of effective instruction aligned to standards and delivered with fidelity through the Gradual Release Model and using ELL strategies.

G1.B1.S2 Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

PD Opportunity 1

Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Facilitator

CSS and Coaches

Participants

Grades 3-5

Target Dates or Schedule

September 2013, Ongoing

Evidence of Completion

Materials, Agenda, Sign in sheets

G1.B3 Lack of quality lessons that follow an explicit instructional routine and planning with teachers.

G1.B3.S3 Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

PD Opportunity 1

Utilize the Next Generation Sunshine State Standards/Common Core Standards when planning and delivering lessons.

Facilitator

CSS, Coaches

Participants

Grades K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation Logs, Lesson Plans

G3. Students who are deemed as developing a pattern of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G3.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 11% to 10%

G3.B1.S1 Professional development for parents on improving student attendance.

PD Opportunity 1

Provide professional development for parents on improving student attendance.

Facilitator

CSI and Counselor

Participants

Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

TCST 5 TCST logs, Connect Ed Reports and Attendance rosters

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program			Total
		\$0	\$0	\$0
Total		\$0	\$0	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL Students.

G1.B1 Lack of effective instruction aligned to standards and delivered with fidelity through the Gradual Release Model and using ELL strategies.

G1.B1.S2 Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Action Step 1

Design and deliver PD in effective instruction, Gradual Release, and data driven differentiated instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Students who are deemed as developing a pattern of non-attendance, tardiness, suspension, retention, will decrease by 1 percentage point and these students will be referred to the MTSS/Rtl team.

G3.B1 The number of students who miss 10 percent or more of available instructional time will decrease by 1 percentage point from 11% to 10%

G3.B1.S1 Professional development for parents on improving student attendance.

Action Step 1

Provide professional development for parents on improving student attendance.

Resource Type

Resource

Funding Source

Amount Needed