

Miami-Dade County Public Schools

Broadmoor Elementary School



2021-22 Schoolwide Improvement Plan

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Broadmoor Elementary School

3401 NW 83RD ST, Miami, FL 33147

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

Demographics

Principal: Michael Lazo

Start Date for this Principal: 7/18/2021

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)	92%
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* Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (49%) 2016-17: C (52%)
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 Dade 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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<http://broadmoor.dadeschools.net/>

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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

At Broadmoor Elementary, we are shaping the future of one student at a time.

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
Lazo, Michael	Principal	The principal will schedule and facilitate weekly leadership team meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition, he will ensure that academic policies and curriculum are followed by receiving feedback from the instructional team on collaborative planning sessions and status on coaching cycles/calendars. Shares information gathered from academic walk-throughs, and facilitates discussions based on collected data, both qualitative and quantitative to build teacher capacity and monitor student learning success. The principal provides updates via weekly briefings, Title I, and monthly region/district principal meetings. Finally, analyze school-wide data to create/update School Improvement Process.
Galceran, Maritza	Assistant Principal	The assistant principal reviews consensus, infrastructure, and implementation of MTSS/SST, shares information gathered from instructional walkthroughs on curriculum and teacher performance and receives feedback from the instructional team on collaborative planning sessions and status on coaching cycles/calendars. In addition, the assistant principal attends collaborative planning sessions and presents problem solving methods for all or any student behavior or academic struggles. Finally, she shares updates on PLST meetings/professional development opportunities and analyze school-wide data to create/update School Improvement Process.
Quintero, Amparo	Reading Coach	The reading coach debriefs status of coaching cycles, instructional focus, and curriculum updates. Also, discusses progress on interventions and/ or any changes that must take place. Shares data on bi-weekly assessments, iReady time on task/ lessons passed, intervention progress monitoring and AR. Discusses collaborative planning attendance and development of rigorous standard-based lessons. In addition, she develops weekly coaching calendars, and problem solves curriculum deficiencies by creating site-based professional development aligned to student needs. Finally, analyze school-wide data to create/update School Improvement Process.
Nazario, Deylin	Math Coach	The math coach debriefs status of coaching cycles, instructional focus, and curriculum updates. Also, discusses progress on topic assessments and shares iReady time on task/ lessons passed data, Discusses collaborative planning attendance and development of rigorous standard-based lessons. In addition, she develops weekly coaching calendars, and problem solves curriculum deficiencies by creating site-based professional development aligned to student needs. Finally, analyze school-wide data to create/update School Improvement Process.

Demographic Information

Principal start date

Sunday 7/18/2021, Michael Lazo

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.*

4

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.*

27

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

368

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

2

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

1

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	43	50	72	70	72	61	0	0	0	0	0	0	0	368
Attendance below 90 percent	10	19	24	19	17	24	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	8	15	18	14	0	0	0	0	0	0	0	58
Course failure in Math	0	2	4	8	9	12	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	13	44	46	31	24	0	0	0	0	0	0	0	158

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	1	3	9	15	12	19	0	0	0	0	0	0	0	59

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	1	3	8	12	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	1	1	0	5	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Wednesday 6/30/2021

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	55	75	70	87	65	79	0	0	0	0	0	0	0	431
Attendance below 90 percent	19	20	13	23	24	25	0	0	0	0	0	0	0	124
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	9	29	14	25	0	0	0	0	0	0	0	81
Course failure in Math	0	3	4	15	12	15	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	12	0	0	0	0	0	0	0	21
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	1	4	10	23	19	26	0	0	0	0	0	0	0	83

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	1	2	8	12	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	1	1	5	2	0	0	0	0	0	0	0	9

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				45%	62%	57%	39%	62%	56%
ELA Learning Gains				57%	62%	58%	53%	62%	55%
ELA Lowest 25th Percentile				49%	58%	53%	45%	59%	48%
Math Achievement				60%	69%	63%	54%	69%	62%
Math Learning Gains				67%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	50%	55%	47%
Science Achievement				49%	55%	53%	42%	58%	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	43%	60%	-17%	58%	-15%
Cohort Comparison						
04	2021					
	2019	36%	64%	-28%	58%	-22%
Cohort Comparison		-43%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-56%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade1-5: IReady Data AP1 (Fall), AP2 (Winter) and AP3 (Spring)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.1%	42.9%	42.9%
	Economically Disadvantaged	16.7%	44.4%	42.6%
	Students With Disabilities	0	0	0
	English Language Learners	0	25.0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.4%	42.9%	50.0%
	Economically Disadvantaged	20.4%	42.6%	50.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	25.0%	35.0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.8%	33.9%	35.5%
	Economically Disadvantaged	25.4%	32.2%	33.9%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.0%	35.5%	46.8%
	Economically Disadvantaged	20.3%	33.9%	45.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.6%	47.4%	48.7%
	Economically Disadvantaged	34.6%	47.4%	48.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.1%	26.9%	38.5%
	Economically Disadvantaged	14.1%	26.9%	38.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	21.9%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.0%	35.7%	41.1%
	Economically Disadvantaged	23.1%	36.5%	42.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.2%	32.1%	46.4%
	Economically Disadvantaged	23.1%	28.9%	44.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.4%	18.3%	26.8%
	Economically Disadvantaged	25.7%	18.6%	27.1%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.5%	23.9%	35.2%
	Economically Disadvantaged	21.4%	24.3%	34.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	24.2%	0
	Economically Disadvantaged	0	24.6%	0
	Students With Disabilities	0	27.3%	0
	English Language Learners	0	13.3%	0
	Number/% Proficiency	Fall	Winter	Spring

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	12	31		13	38						
ELL	35	35	33	29	33	29	19				
BLK	45	50		36	23		18				
HSP	37	29	27	29	29	25	22				
FRL	38	32	35	30	27	28	21				
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	18	35	20	32	54		25				
ELL	38	53	42	55	68	64	42				
BLK	50	63		65	67		63				
HSP	44	56	45	58	67	63	46				
FRL	45	58	47	60	68	64	50				
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	19	50	46	41	71	70					
ELL	28	53	46	46	55	35	12				
BLK	36	45		58	65						
HSP	41	54	46	53	59	52	46				
FRL	39	53	46	54	62	52	43				

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
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	32
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	34
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	30
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
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?

2019 data findings:

The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.

All ELA Subgroups Learning Gains increased by 4 percentage points.

All ELA Subgroups Learning Gains L25 increased by 4 percentage points.

All Math Subgroups overall Learning Gains and Learning Gains L25 increased across all grade levels.

Science Subgroups Achievement levels decreased by 7 percentage points.

Overall Spring 2021 Math scores from grades 3-5 dropped 29 percentage points (from 55 to 26) compared to the 2019 Spring scores.

Overall Spring 2021 Reading scores from grades 3-5 8 percentage points (from 41 to 33) compared to the 2019 Spring scores

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

2019 Data Findings:

The 2019 Data Map indicated that FSA ELA proficiency in grade 3 was 43% whereas MDCPS' Tier I schools was 61%

The 2019 Data Map indicated that FSA ELA proficiency in grade 4 was 36% whereas MDCPS' Tier I schools was 66%.

The 2019 Data Map indicated that FSA ELA proficiency in grade 5 was 61%.

The 2021 FSA Data indicates that there was a 29% drop in overall Math scores compared to the 2019 Spring scores.

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

2019 Data Findings:

The contributing factor to this need for improvement include the amount of time students have been

outside of school due to the COVID pandemic which contributed to overall learning loss. This includes mitigating the learning loss, large numbers of students choosing to do virtual school over face to face instruction, and persistent attendance issues.

Although Broadmoor's students made significant gains in ELA proficiency, there is a need to increase the number of third grade students who are reading on grade level. To improve this data point, ongoing progress monitoring, Interventions/RtI, and standards aligned instruction must take place.

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

2019 Data Findings:

The 2019 Data Map indicated that the FSA ELA learning gains in grade 3 was 67% whereas this cohort's proficiency on the iReady AP2 Diagnostic was 86%.

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

2019 Data Findings:

Differentiated instruction was monitored and took place consistently. Planning for differentiated instruction took place weekly in collaborative planning, which contributed to the bridge between iReady AP2 scores and learning gains in the FSA.

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

Data driven instruction, differentiated instruction, extended learning opportunities (before school tutoring, Saturday school, and enrichment program), standards-based collaborative planning, and interventions/RTI.

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.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. The School Leadership Team includes: Mr. Michael Lazo, Principal, Dr. Maritza Galceran, Assistant Principal, Ms. Amparo Quintero, Transformation Reading Coach, and Ms. Deylin Nazario, Transformation Math Coach. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, and special camps and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Target Element of Student Attendance. Student attendance data from the 2019 Data Map indicates that the percentage of students with ten or more absences was 32% as compared to the last school year, which increased to 49%. It is evident that students with poor attendance are not meeting expectations for learning gains as well as proficiency.
Measurable Outcome:	If we successfully implement the Target Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent monitoring and implementation of incentives, Broadmoor expects the students with ten or more absences to decrease to 25% by the end of the 2021-2022 school year.
Monitoring:	The Attendance Review Committee (ARC) will meet monthly to identify students who have excessive absences (5 or more) and contact parents for investigation. The Community Support Specialist (CSS) will conduct house visits to individuals who are out of attendance compliance. The school counselor will conduct sessions with students who demonstrate warning signs for excessive attendance to prevent future infractions.
Person responsible for monitoring outcome:	Michael Lazo (pr0521@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on closely monitoring and reporting student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Attendance initiatives will be at the forefront strategy that will be used - this includes use of our bee bucks store, the creation of perfect attendance ambassadors, and participation of our school-wide values matter plan.
Rationale for Evidence-based Strategy:	By monitoring and reporting student absences we will be aware of the students who need to have a phone call made to their homes. Calling parents will make parents aware of our concern and hopefully motivate them to bring their children to school. If parents do not do so, home visits will take place to investigate possible problems so we can take corrective measures in assisting students to make it to school. We will incentivize students with perfect attendance to encourage them to continue coming to school everyday.

Action Steps to Implement

From 09/13-10/11, the Bee Bucks store will be used as incentives for students who attend school every day, are not tardy and do not leave school early. Bee Bucks will be distributed to students on a weekly basis by classroom teacher.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 09/13-10/11, the Bee Bucks Store will be set up and ran by the school Principal, Mr. Michael Lazo. Students will be able to go and purchase items under the supervision of the school Principal with all safety protocols in place.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 09/13-10/11, Administration will monitor effectiveness of reward system and its effect in reducing absences. Our school counselor, will also play an integral role in overseeing our Attendance Review Committee meetings to ensure that students are in school on a daily basis.

Person Responsible Maritza Galceran (169555@dadeschools.net)

At the end of this window, select students will be invited to our honor roll ceremony and students will receive attendance certificates for improvement and/or maintaining acceptable attendance for the quarter.

Person Responsible Maritza Galceran (169555@dadeschools.net)

During the window of November 1st - December 21st, our school counselor will continue to hold our Attendance Review Committee meetings. Parents will continue to understand the importance of students attending school on a daily basis.

Person Responsible Maritza Galceran (169555@dadeschools.net)

During the window of November 1st - December 21st, our school counselor will continue to hold counseling sessions with students that appear on the Early Warning Indicators report. In addition, incentives will continue to be provided for perfect attendance students.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of January 31st - April 29th, a parent workshop will be implemented to demonstrate the importance of student attendance and the impact attendance has on student achievement data.

Person Responsible Maritza Galceran (169555@dadeschools.net)

During the window of January 31st - April 29th, we will assign our newly-hired Student Services Support Specialist to further assist with decreasing our truancy numbers. This person will conduct small group counseling with highly truant students, targeting L25, ELL and ESE subgroups. The individual will also conduct home visits as needed and will create incentive activities for attendance improvement for students.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Collaborative Planning. Weekly Collaborative Planning sessions will be utilized to align the standards to the instruction. Instructional coaches will ensure the instructional strategies are aligned to the Florida standards through high-yield strategies.
Measurable Outcome:	If we successfully implement Collaborative Planning with fidelity, students will demonstrate a higher academic achievement through topic assessment and progress monitoring assessment scores averaging 70% or higher.
Monitoring:	Collaborative planning will be monitored through the creation of common planning agendas by the instructional coaches. Administrators will create alternating weekly schedules to attend all collaborative planning sessions for reading and math.
Person responsible for monitoring outcome:	Michael Lazo (pr0521@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content.
Rationale for Evidence-based Strategy:	Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Action Steps to Implement

During the window of 8/31-10/11, collaborative planning will be held weekly in the areas of Reading and Mathematics. Transformational coaches will meet with every grade level for planning and data discussion. Teachers will use this moment to infuse resources and best practices that meet student needs and improve teaching and learning.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of 8/31-10/11, both administrators will attend collaborative planning sessions for each grade level and core subject area. It is during these sessions that both administrators will formulate specific look-fors and truly inspect what is expected.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of 8/31-10/11, data from I-Ready, progress monitoring assessments, topic assessments and OPMs will be analyzed and used to target individual student needs for planning purposes. As data is collected, Professional Development opportunities may arise in order to continue building teacher capacity.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of 8/31-10/11, walkthroughs, specific strategies and resources shared during CP, will be observed during core instruction. Feedback will also be offered to teachers in order to further improve teaching and learning - build capacity.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of November 1st - December 21st, Collaborative Planning will continue to take place with all teachers in ELA and Math. Coaches will continue to provide resources, best practices and feedback that will be used to further improve teaching and learning.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of November 1st - December 21st, the literacy team will continue to review data and best practices to further drive instruction. Push-in support schedules will continue to take place and will be revised as we monitor Reading intervention (Tier II, Tier III), OPM assessments, Topic assessments and discussions with teachers during Collaborative Planning.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of January 31st - April 29th, we will conduct collaborative planning sessions where product reviews will take place, so that it can drive the work of our instructional staff. In addition, Administration will conduct walkthroughs in order to view instruction and provide corrective feedback, when needed.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of January 31st - April 29th, support personnel will provide push-in support during differentiated instruction for both math and reading to students that are identified as L25, ELL, and ESE. This intervention for the low performing subgroups will continue to promote proficiency and learning gains.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Differentiation. We plan to use Differentiated Instruction to mitigate student learning loss that is prevalent across grade levels. According to the 2021 FSA Data, students in grades 3-5 in both reading and math demonstrated a decrease in proficiency. Specifically, students in grades 3-5 math scored an overall 26% as compared to the 2019 math scores, in which a 55% overall proficiency was scored. In reading alike, 2021 FSA data shows that students in grades 3-5 scored 8 percentage points less in proficiency as compared to the 2019 FSA reading scores. By analyzing student data of I-Ready diagnostic/lessons passed, topic assessments, and progress monitoring assessments, we can determine individual student needs and target them during differentiated, small group instruction.

Measurable Outcome:

If we successfully implement Differentiation, students will demonstrate instructional growth by scoring a 70% or above on their on-going progress monitoring (OPM).

Monitoring:

Instructional coaches will conduct product reviews during collaborative planning to ensure that differentiated instruction is taking place correctly and with fidelity. Administrators will carry out administrative walk-through's to monitor OPM trackers.

Person responsible for monitoring outcome:

Michael Lazo (pr0521@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Data from I-Ready, progress monitoring, topic assessments and OPMs will be used to identify the specific needs of students and to provide them with the necessary differentiated instruction. During weekly collaborative planning meetings (08/31-10/11), teachers and coaches will meet to discuss DI plans, resources and best practices.

Person Responsible

Michael Lazo (pr0521@dadeschools.net)

Instructional Reviews will be conducted by coaches and administration to monitor student progress as related to Standards Based Instruction. The process of this step is ongoing (8/31-10/11) as instructional adjustments will be made accordingly.

Person Responsible

Michael Lazo (pr0521@dadeschools.net)

Feedback will be given to teachers as to the effectiveness of their Data Driven Instruction. Support through Teacher/Coach Collaboration will be provided to instructional staff as needed. Administration will go into the google docs program to complete the feedback process for the coach and teacher. This process of this step will be ongoing (08/31-10/11) as instructional adjustments will be made accordingly.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the week of August 30th, coaches will provide Professional Development/refreshers for teachers on effective implementation of Differentiated Instruction that is aligned to school goals based on data. If this is done with fidelity, not only will we see improvement with mitigating the learning loss, but also with improving teaching and learning.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of November 1st - December 21st, Differentiated Instruction will continue to be an instructional priority. Product reviews will take place to ensure compliance and feedback will continue to be provided to teachers during Collaborative Planning.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of November 1st - December 21st, Differentiated Instruction will receive additional support via a push-in model. This will include both coaches, both ESE teachers and the ELL chair. Additional support will take place during the schedule DI/small group instruction window of the block.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of January 31st - April 29th, we will hold weekly collaborative planning sessions which focus on whole group instruction and DI.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of January 31st - April 29th, we will continue to monitor assessment trackers and continue to conduct product reviews.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. Daily administrative walkthroughs allow administrators to physically ensure that everything discussed in collaborative planning and leadership team meetings are being carried out. Walkthroughs also assist in identifying teachers who need additional support that will be provided through coaching cycles.
Measurable Outcome:	If we successfully implement the Targeted Element of Walkthroughs, Daily Learning Targets(DLT) and Daily End Products (DEP) will be discussed and written on board by teachers. Work completed by students in student journals should reflect standards-aligned instruction 100% of the time.
Monitoring:	During daily administrative walk-throughs, evidence of DLT, DEP, and student journals will reflect standards aligned instruction. Teachers in grades 3 - 5 will refer to item specifications to ensure learning targets are aligned to the standards.
Person responsible for monitoring outcome:	Michael Lazo (pr0521@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Walkthroughs, we will focus on the evident-based strategy of "Assess Team Effectiveness".
Rationale for Evidence-based Strategy:	Assessing team effectiveness entails a continuous deliberate practice of gauging the level of success based on qualitative and quantitative data. To ensure success, prioritize and periodically track progress of goals and actions, and modify previous plans where necessary to establish efficacious.

Action Steps to Implement

During the window of 8/31-10/11, Administration will develop a calendar to conduct walkthroughs on a daily basis. Walkthroughs will have a daily purpose and focus each week. Once walkthroughs are completed, feedback will be provided to teachers in order to improve teaching and learning.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 8/31-10/11, Leadership Team meetings will be held once a week, every Friday in order to discuss the needs of teachers to plan Teacher/Coach Collaborations and to further provide instructional support to all teachers. This year, all teachers will experience a Teacher/Coach collaboration regardless of teacher Tier.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 9/6-10/11, Teacher/Coach collaborations completion will be monitored by administration. Feedback will be discussed with coaches and next steps will be implemented for additional cycles or instructional adjustments.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 9/6-10/11, our Tier II, Tier III teachers will be the first to be assigned for Teacher/Coach collaborations. This will assist our most novice teachers or teachers that are new to their specific grade levels with gaining on ways to further improve teaching and learning during core instruction. Feedback will be provided to participating teachers throughout the cycle.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of November 1st - December 21st, Administration will continue to conduct walkthroughs to inspect what is expected in core content classes. With these walkthroughs, administration can continue providing meaningful feedback to teachers to further improve teaching and learning practices.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of November 1st - December 21st, Administration will continue to walkthrough intervention classes to inspect what is expected. Due to this being a new program, it is important to ensure that everything is running smoothly and within compliance.

Person Responsible Maritza Galceran (169555@dadeschools.net)

During the window of , January 31st - April 29th, .Upon conducting walkthroughs, feedback will be provided to teachers and to coaches. Feedback will be provided in a timely manner and will include suggested next steps to improve instruction.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of , January 31st - April 29th, the information gathered from instructional walkthroughs will be used to make instructional adjustments. During collaborative planning, coaches will discuss changes that should be made to improve instruction and provide teachers with mini professional development sessions and modeling, as needed.

Person Responsible Maritza Galceran (169555@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	According to the 2021 FSA data, the percentage of students below Level 3 on the 2021 statewide, standardized English Language Arts assessment was 67% in grades 3-5. Based on 2020-2021 end of year screening and progress monitoring data, 47% of students in kindergarten through grade 2 were not on track to score on grade level.
Measurable Outcome:	Upon completion of action steps, students scoring Level 3 or higher on the 2022 statewide standardized English Language Arts assessment in grades 3-5 will increase between 3-4 percentage points. Students in grades K-2 will demonstrate an increase between 3-4 percentage points of students working on grade level on the end of year screening and progress monitoring.
Monitoring:	<ol style="list-style-type: none"> 1. Data will be discussed during Collaborative Planning sessions. Administration will participate during data chats to address and plan for student needs in ELA. 2. Coaches and administration will monitor implementation of reading interventions through walk-throughs and dissection of on-going progress monitoring data.
Person responsible for monitoring outcome:	Michael Lazo (pr0521@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Data-Driven Decision Making. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs.
Rationale for Evidence-based Strategy:	Data-Driven Decision Making increases student performance by identifying individual student needs and targeting them during standards-based lessons and interventions. We will analyze progress monitoring assessment (PMA) data during collaborative planning and identify opportunities for reteach based on assessment results as well as appropriate action based on data

Action Steps to Implement

A professional development session will provide information on analyzing data on multiple platforms such as Performance Matters and Power Bi to better provide teaching strategies that address individual student needs.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

New District-adopted material, Wonders from McGraw Hill (whole group/DI), iReady Toolbox and Tools for Instruction (DI) will be implemented with fidelity using the district pacing guides.

Person Responsible Maritza Galceran (169555@dadeschools.net)

Analyze and utilize current iReady data to monitor intervention group placement as well as appropriate actions based on data.

Person Responsible Deylin Nazario (d.nazario@dadeschools.net)

Utilize various data points such as iReady, OPM's, and progress monitoring to ensure proper placement and modify standards-based instructional strategies to meet the needs of all students through teacher data chats. In addition, teachers will hold data chats with students to promote accountability and set learning goals.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of November 1st - December 21st, teachers will use OPM assessment data and I-Ready Growth Monitoring data to inform instructional decisions for students in DI/small group.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of November 1st - December 21st, will continue to use data to drive instruction for students during DI/small group.

Person Responsible Maritza Galceran (169555@dadeschools.net)

During the window of January 31st to April 29th, Collaborative Planning sessions will be conducted with teachers, coaches, and administration. During collaborative planning, dissected data from math and reading assessments will be used for instructional resource selection for remediation and re-teaching purposes.

Person Responsible Deylin Nazario (d.nazario@dadeschools.net)

During the window of January 31st to April 29th, we will conduct product reviews, which have been vital in overall improvement of our academic practices

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

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.

Broadmoor Elementary prides itself as being a school with a powerful school culture and learning environment. The core essence of Broadmoor Elementary to put children first, build hope, and provide equity for all. It is through these pillars that we will and have achieved success socially and academically as a learning institution. We will continue to monitor culture and environment through the lens of behavior and discipline data by fully enacting our discipline plan which keeps such actions low and creates more opportunities for improvement. According to SafeSchoolsforAlex.org, the state of Florida had a 2.5 incident rate per 100 enrolled students in 2019. Broadmoor Elementary had zero reported incidents reported during the 2019 school year. In addition, the reported annual incident count for the State of Florida was at 61,422. There were no reported incidents at Broadmoor Elementary.

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.

Our Strengths within School Culture are in Engaging Learning Environment, Support, Care, and Connections, and Clearly Defined Expectations. We celebrate success of students and teachers through periodic incentives such as gift cards, luncheons, certificates, and raffles. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. We involve both parents and students in STEM Showcases, Parent Night, Student of the Month Breakfasts, Awards Assemblies, and PTA Sponsored Events. We utilize the Quaver Music program to promote social emotional learning amongst students. We continue to build our skill set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. Clearly defined expectations are shared through weekly agendas with teachers during common planning. Guiding all stakeholders to share one common goal/vision.

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

At Broadmoor Elementary, the stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00

5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00