2013-2014 SCHOOL IMPROVEMENT PLAN

Broward Estates Elementary School
441 NW 35TH AVE
Lauderhill, FL 33311
754-322-5550

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	96%

Alternative/ESE Center	Charter School	Minority Rate
No	No	100%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	F	D	D	C

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.

Table of Contents

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
Broward Estates Elementary School

Principal
Cyntheria Hunt

School Advisory Council chair
Raquel Gandy

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

Name	Title
Georgia Stewart	Assistant Principal
Carolyn Claxton	STEM/Magnet Coach
Raquel Gandy	Math Coach
Science Coach/Writing Coach	Science Coach/Writing Coach
Jessie Wilson	Reading Coach
Vanessa Woodson	Guidance Counselor/ESE Specialist/RTI
Gina McKnight	Lead Teacher

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

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 membership of SAC will include 51% parents and 49% of Broward Estates staff members. The membership will include the following position titles: School Principal, SAC Chair, SAC Co-Chair, Secretary, the BTU Stewart, ESE and ESOL Parent, Parent of Gifted, Pre-K Parent, Non-instructional support employee, and community business representatives. Peer groups will elect SAC (parents elected by parents, teachers by teachers, etc.). Vacancies will be filled by special elections as need in the same general manner. Changes to the SAC composition during the school year must be approved by Principal and noted in SAC meeting minutes. All stakeholders are invited to attend as non-voting participants.

Involvement of the SAC in the development of the SIP

The 2013-2014 SAC Committee will review and suggest revisions of the SIP before the final draft is submitted to the District/State for approval. The SAC Committee will also help in the facilitation of school events and initiatives set forth in the school improvement plan.

Activities of the SAC for the upcoming school year

SAC will participate in approving funds for technology purchases, extending learning opportunities, hosting a series of school events and incentives to promote academic achievement throughout the student body.

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

School improvement funds will be used to provide academic resources for all students and enrichment experiences for intermediate students such as instructional materials for ELO time, Science/Math Night, and select field trips.

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:

Cyntheria Hunt		
Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Masters Educational Leadership BA - Elementary Education 1-6 ESOL Endorsement
Performance Record	Broward Estates Elementary 2013 - F Reading - 30% Math - 31% Writing - 65% Science - 28% Learning Gains Reading - 49% Learning Gains Math - 32% Lowest 25% Reading - 68% Lowest 25% Math - 25% Bethune Elementary School Grade 2012 - B Reading 47% Math – 45% Writing – 82% Science – 27% Learning Gains Reading – 72% Learning Gains Math – 77% Lowest 25% Reading – 74% Lowest 25% Math – 68% Watkins Elementary School Grade 2012 - C Reading 41% Math – 44% Writing – 88% Science – 30% Learning Gains Reading – 64% Learning Gains Math – 65% Lowest 25% Reading – 69% Lowest 25% Math – 60% Bethune, Mary M. Elementary School Grade 2011 - C Reading 69% Math – 64% Writing – 79% Science – 46% Learning Gains Reading – 57% Learning Gains Math – 57% Lowest 25% Reading – 49% Lowest 25% Math – 70% Bethune, Mary M. Elementary School Grade 2010- B Reading 64% Math – 67% Writing – 86% Science – 25% Learning Gains Reading – 65% Learning Gains Math – 72%

Lowest 25% Reading – 60%
Lowest 25% Math – 76%

Georgia Stewart		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Doctorate Degree Organizational Leadership Minor in Curriculum Development; Masters Educational Leadership; BA Early Childhood Education Infant – Third Grade
Performance Record	Broward Estates Elementary 2013 - F Reading - 30% Math - 31% Writing - 65% Science - 28% Learning Gains Reading - 49% Learning Gains Math - 32% Lowest 25% Reading - 68% Lowest 25% Math - 25% Miramar Elementary School Grade 2012 - B Reading – 57% Math – 60% Writing – 91% Science – 48% Learning Gains Reading - 66% Learning Gains Math – 57% Lowest 25% Reading – 76% Lowest 25% Math – 56% Miramar Elementary School Grade 2011 - A Reading – 75% Math – 78% Writing – 94% Science – 48% Learning Gains Reading– 65% Learning Gains Math – 64% Lowest 25% Reading - 58% Lowest 25% Math - 59% Miramar Elementary School 2010 – A Reading – 73% Math – 81% Writing – 96% Science – 39% Learning Gains Reading- 57% Learning Gains Math – 59% Lowest 25% Reading –57% Lowest 25% Math – 66%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Claxton Carolyn		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics, Science
Credentials	ESOL Endorsement Elementary Education Masters Degree in Science K-8
Performance Record	Watkins Elementary 2013 - D Reading - 38% Math - 43% Writing - 57% Science - 31% Learning Gains Reading - 56% Learning Gains Math - 53% Lowest 25% Reading - 60% Lowest 25% Math - 58%

Marci Klein		
Full-time / School-based	Years as Coach: 8	Years at Current School: 1

Areas	Science, Other
Credentials	Elementary Education 1-6 Reading K-12 ESOL Endorsed BAE - Elementary Education M.Ed - Education/Literacy
Performance Record	2012-2013 Gibson Charter School Grade: C Reading Levels 3-5: 32% Math Levels 3-5: 35% Science Levels 3-5: 42% Learning Gains: Reading 65% Learning Gains: Math 66% Lowest 25%: Reading 67% Lowest 25%: Math 75% 2011-2012 Gibson Charter School Grade: D Reading Levels 3-5: 24% Math Levels 3-5: 28% Science Levels 3-5: 27% Learning Gains: Reading 62% Learning Gains: Math 51% Lowest 25%: Reading 80% Lowest 25%: Math 59% 2010-2011 Gibson Charter School Grade: D Reading Levels 3-5: 26% Math Levels 3-5: 38% Science Levels 3-5: 18% Learning Gains: Reading 55% Learning Gains: Math 73% Lowest 25%: Reading 55% Lowest 25%: Math 72% 2005-2009 Consortium On Reading Excellence – Senior Educational Consultant

Raquel Gandy		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2

Areas	Mathematics
Credentials	Bachelor's of Science Social Sciences Pre-Kindergarten –Third Grade; Kindergarten – Sixth Grade; Exceptional Student Education K-12
Performance Record	Broward Estates Elementary 2013 - F Reading - 30% Math - 31% Writing - 65% Science - 28% Learning Gains Reading - 49% Learning Gains Math - 32% Lowest 25% Reading - 68% Lowest 25% Math - 25% 2009/2010: John Love Elementary - C Increased Math Proficiency Levels from 31% to 47% 65% Learning Gains (4th Grade Math) Increased Math Proficiency Levels from 43% to 46% 50% Student Learning Gains (5th Grade Math) Points for school grade were increased from 432 to 489 Overall AYP: 92% 2008/2009: John Love Elementary-C Math: Increased Proficiency Levels from 31% to 43% (5th Grade) Science: Increased Proficiency Level from 15% to 30% 2007/2008: John Love Elementary – C Math: 51% Mastery (4th Grade)

Jessie Wilson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Elementary 1-6 Reading Endorsed
Performance Record	Broward Estates Elementary 2013 - F Reading - 30% Math - 31% Writing - 65% Science - 28% Learning Gains Reading - 49% Learning Gains Math - 32% Lowest 25% Reading - 68% Lowest 25% Math - 25%

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
24, 73%

 # Highly Qualified Teachers
58%

 # certified in-field
27, 82%

 # ESOL endorsed
20, 61%

 # reading endorsed
8, 24%

 # with advanced degrees
16, 48%

 # National Board Certified
4, 12%

 # first-year teachers
3, 9%

 # with 1-5 years of experience
2, 6%

 # with 6-14 years of experience
18, 55%

with 15 or more years of experience
8, 24%

Education Paraprofessionals

of paraprofessionals
1

Highly Qualified
1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
0

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

The New Educator Support System (NESS) Facilitator will pair teachers that are new to the school/ grade level with a mentor teacher with three or more years of experience. Mentors will collaborate frequently with the mentee for support in the areas of instructional planning, access curriculum resources, and classroom management strategies.
New teachers will also have support from their grade level team during their weekly common planning grade level team meetings. This common planning time will be used to collaborate within the team regarding
instructional best practices, classroom management strategies, and also engage in effective instructional planning.

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

Participants of the teacher mentoring program will attend quarterly meetings for interactive discussions regarding best practices, school and classroom data trends, and technology integration. Participants will also have schedule release times to allow the opportunity to observe a model classroom.
New Teacher NESS Mentor Rationale for Pairing
Mr. Santoro mentored by Ms. Purcell Ms. Purcell is an experienced former kindergarten teacher as well as effective team leader.
Ms. Hamilton mentored by Ms. McKnight Experienced primary teacher with leadership experience.
Ms. Gandy mentored by Ms. Teitel Experienced teacher with a specialty in early childhood education, mentoring and leadership experience.
Ms. Wilson mentored by Ms. Courtney Experienced teacher with leadership and coaching experience.
Ms. Klein mentored by Ms. Pinder Experienced former 4th grade teacher with leadership and coaching experience.

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 will meet biweekly with classroom teachers to determine the effectiveness of the interventions, assessments, and instruction taking place in the classroom. Students not making progress with the current interventions in place, will be reviewed. The team will discuss the student's portfolio and evaluate the instructional and intervention materials being used. Teachers will chart student progress to monitor the effectiveness of the intervention.

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

MTSS Leadership Team
Tier 1
• Principal, Ms. Hunt or Assistant Principal, Dr. Stewart, 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:
Reading Coach - Ms. Wilson
Math Coach - Ms. Gandy
Science Coach - Ms. Klein
STEM/Magnet Cooridinator - Ms. Claxton
Behavior Specialists - Mr. Williams
Special education personnel - Ms. Woodson, Ms. Levine, & Ms. Smith
School guidance counselor - Ms. Woodson
School psychologist - Ms. Mitzner
School social worker - Ms. Johnson
• In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team:
Principal - Ms. Hunt
Assistant Principal - Dr.Stewart
Reading Coach - Ms. Wilson
Math Coach - Ms. Gandy
Science Coach - Ms. Klein
STEM/Magnet Cooridinator - Ms. Claxton
Behavior Specialists - Mr. Williams
Special education personnel - Ms. Woodson
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 Leadership 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 MTSS Leadership Team will conduct classroom walkthroughs to observe the quality of materials and instruction being implemented. The MTSS Leadership team will meet to analyze the data generated from the classroom walkthroughs and address instructional concerns. The instructional coaches will collaborate with teachers weekly to analyze data and discuss target students performance at each Tier. Periodically scheduled data chats will be conducted to analyze data, adjust instruction and identify additional learning intervention measures deemed necessary to ensure that each student is making adequate progress.

Students making progress in each area with differentiation will remain in Tier 1. Students not showing progress will be referred to the MTSS Leadership Team and transition into Tier 2 to receive more intensive academic interventions.

Students who continue to struggle in Tier 2 will be re-evaluated and transitioned to Tier 3 in order to receive a more prescriptive intervention measures. The classroom teacher will monitor the students' achievement levels with the interventions in place during a period of 4-6 weeks.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• 2013 FCAT 2.0
• Oral Reading Fluency Measures
• iStation Reports
• BAT 1 & BAT 2 Interim assessments
• Science Baseline Assessment
• Student grades
• Bi-weekly Checkpoint assessments
Behavior
• LEAPS
• Detentions
• Suspensions/expulsions
• Office referrals per day per month
• Attendance

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

The school will be provided a professional development training at the beginning of the school year on the MTSS process by the Guidance Counselor and School Psychologist.

During scheduled data chat meetings, members of the MTSS Leadership Team will introduce/acclimate the teachers to the MTSS/RTI process and the required documentation necessary to implement interventions with fidelity. The staff will receive detailed information and updates regarding implementation of the RTI process during scheduled data chat meetings. Staff will begin by analyzing progress monitoring data to identify students who are not making adequate progress and subsequently determine further intervention measures deemed necessary. The MTSS Leadership Team will also discuss with the staff the importance of differentiating instruction, implementing and monitoring interventions, and documenting student progress.

The MTSS Leadership Team will meet with teachers to discuss students' academic progress and assist in determining if additional intervention measures are needed to meet the needs of each student.

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: 10,800

Students will be provided an additional 60 minutes of reading instruction per day through the extended day model. Students will participate in robust vocabulary building activities, reading/writing of informational text, and computer assisted instruction. Targeted students will receive direct instruction focusing on decoding (phonics), fluency or comprehension strategies based upon specific deficiency and grade level.
Direct Instruction programs implemented:
Grades K - 1 students = Wilson Fundations
Grades 2nd - 3rd students = Phonics for Reading
Grades 4th - 5th students = Intermediate REWARDS

Strategy Purpose(s)

- Instruction in core academic subjects

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

Weekly progress monitoring assessments will be administered to determine acquisition of skills. Test data will be disaggregated, tabulated and analyzed by instructional coaches in an effort to identify further intervention strategies for remediation and enrichment.

Who is responsible for monitoring implementation of this strategy?

The reading coach will monitor the instruction, facilitate the analysis of student data, inform curriculum planning and adjust instruction as needed. Also, Power Hour teachers will collect and analyze data and adjust instruction.

Strategy: Before or After School Program
Minutes added to school year: 5,760

We have identified approximately 100 third through fifth grade students for ELO camp. The students in the bottom 30th percentile, low level 3 students and level 2 bubble students were invited to participate. These students were s selected based on the careful analysis of the following baseline data source available in BASIS: percentage of students marking learning gains in reading- 49; percentage of students making learning gains in math- 32; adequate progress of lowest 25% in the school in reading- 68; adequate progress of lowest 25% in the school in math- 35; the identified students scored below proficiency level(s) in reading and/or math and had low developmental scale scores (DSS). FAIR, Inventory assessments and teacher recommendations were used as additional baseline data to invite students to the Academic Enrichment Camp. Our goal is to attain 75% learning gains in reading, 75% learning gains in math, 85% making adequate progress in reading, 70% making adequate progress in mathematics and 85% in writing. Students will attend Academic Enrichment Camp Monday through Thursday for one hour each day and will receive additional instruction in the areas of reading, mathematics, science and writing. Writing camp will also be held before school Monday through Friday to give students additional practice.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Reading, writing, math and science pre-assessments will be administered to gather baseline data. Baseline data will be used to drive curriculum planning and guide instructional delivery throughout the duration of the program. Instructional focus calendars have been developed to address the standards assessed on the FCAT to ensure that the students are being exposed to FCAT like content area skills. Bi-weekly progress monitoring assessments will be administered to track the progress of each student. The data will be analyzed and used to drive re-teaching and re-assessing to further ensure the teachers make the necessary instructional adjustments as well as to provide intervention strategies to increase learning gains. The use of iStation will assist in monitoring and tracking the students reading progress. Data collected from the enrichment camp will be provided to the classroom teachers.

Who is responsible for monitoring implementation of this strategy?

The assistant principal will be responsible for facilitating and monitoring the implementation of Academic Enrichment Program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jessie Wilson	Reading Coach
Marci Klein	Science/Writing Coach
Caroline Claxton	STEM/Magnet Coordinator
Dr. Levine	ESE Specialist

Name	Title
Vanessa Woodson	Guidance Counselor
Dr. Stewart	Assistant Principal
Cyntheria Hunt	Principal
Raquel Gandy	Math Coach
Ms. Beasley	Kindergarten Team Leader
Ms. Purcell	1st Grade Team Leader
Ms. Butler	2nd Grade Team Leader
Ms. McCleod	3rd Grade Team Leader
Ms. Lundy	4th Grade Team Leader
Gina McKnight	Lead Teacher/Technology

How the school-based LLT functions

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 LLT will meet periodically to analyze student reading assessment data (beginning of year diagnostic assessments and baseline BAT 1), progress monitoring data (FAIR/BAT 2) in an effort to identify and implement intervention strategies to meet the learning needs of all students. The LLT will also discuss and address school-wide needs with regard to instructional resources and ongoing reading professional development. Members of the LLT have been assigned to a specific grade level as their "Point Person". The function of the grade level Point Person is to meet weekly with assigned grade level to support and ensure full implementation of the LLT's major initiatives.

Major initiatives of the LLT

The LLT will work to synchronize the school's reading instructional design (curriculum, assessment, schedule, resources). A school-wide reading and writing initiative will be emphasized across the curriculum. 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 throughoutThe LLT will also attend district-level reading professional development in order to disseminate information and provide training to the school instructional staff. Also, the LLT will lead the instructional staff in monitoring the academic progress of all students. Reading coach will attend monthly coaches meeting to bring information regarding state and district initiatives to the school instructional staff. Teachers will have opportunities to participate in professional learning that will improve their instructional delivery such as:
- smal group differentiated instruction;
- student engagement;
- actionable teacher to student feedback.

Every Teacher Contributes to Reading Instruction

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

N/A

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

The district's preschool program ensures a smooth transition to kindergarten by providing information about the enrollment processes and timelines to families participating in the programs. The program's services support team and preschool teachers share information with parents related to corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup events at those schools.
Kindergarten Round-Up is advertised through flyers that are distributed to local preschools inviting prospective students to tour the school. Kindergarten Round-Up is scheduled in April to help students that are not in our Head Start program transition to kindergarten at our school. A meeting is scheduled for parents to meet key staff members of the school such as administration, kindergarten teachers, support staff and contact person for registration. Registration packets will be available for parents and the registration coordinator (IMT and/or Office Manager) will explain the registration process. Parents and students will have an opportunity to tour the campus.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	49%	44%	No	54%
American Indian				
Asian				
Black/African American	48%	43%	No	54%
Hispanic				
White				
English language learners	58%	54%	No	63%
Students with disabilities	38%	32%	No	45%
Economically disadvantaged	49%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	30%	35%
Students scoring at or above Achievement Level 4	22	9%	14%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	79	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	28	68%	73%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	48	65%	70%
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	53%	31%	No	57%
American Indian				
Asian				
Black/African American	52%	31%	No	57%
Hispanic				
White				
English language learners	53%	0%	No	58%
Students with disabilities	41%	23%	No	47%
Economically disadvantaged	52%	31%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	21%	26%
Students scoring at or above Achievement Level 4	22	9%	14%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	52	32%	37%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	35%	40%

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	17	28%	33%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	50	10%	15%

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	25	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	13	5%	3%
Students who are not proficient in reading by third grade	151	59%	49%
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.	6	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents will participate in school events such as Parent Nights, Open House, award ceremonies, scholastic recognition programs (Honor Roll), 100th Day celebrations and school advisory council (SAC) meetings throughout the year. The instructional staff also conducts academic workshops wherein parents are able to gain insight as to effective instructional strategies that they can use at home to support their students' learning in all academic areas. Parents will also meet regularly with classroom teachers attending at least two parent conferences throughout the school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement by at least 10%	75	15%	20%
		%	%
		%	%

Goals Summary

G1. All teachers will actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.

Goals Detail

G1. All teachers will actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Digital 5 Grant Sprouting STEM Grant Close Reading training for all intermediate and RI teachers Common Planning (1hour on Tuesdays and Thursdays) Writing Professional Development training for all 3rd and 4th grade teachers Daily 60 minute Reading Special Instructional Coaches School-wide vocabulary initiative Release time provided for peer observation of model classrooms

Targeted Barriers to Achieving the Goal

- There is a need to increase effective instructional planning and delivery, focusing on strategies that increase student achievement.

Plan to Monitor Progress Toward the Goal

Collect and analyze data of teacher planning according to Classroom Look-Fors.

Person or Persons Responsible

Administration Instructional Coaches Team Leaders Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Bi-weekly checkpoints (reading, math, and science); Monthly assessment (writing); BAT, FAIR

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.

G1.B1 There is a need to increase effective instructional planning and delivery, focusing on strategies that increase student achievement.

G1.B1.S1 Provide ongoing instructional professional development focusing on effective planning and instruction.

Action Step 1

Provide professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.

Person or Persons Responsible

Instructional Coaches External Support

Target Dates or Schedule

Weekly during common planning; Early-Release; Teacher Planning Days

Evidence of Completion

Classroom focus walk forms, teacher lesson plans, student work, sign-in sheets, meeting minutes, meeting agendas

Facilitator:

Instructional Coaches External Support

Participants:

All Teachers

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

Conduct classroom walk-throughs focusing on student work and lesson plans

Person or Persons Responsible

Instructional Coaches, Administration, Team Leaders

Target Dates or Schedule

Daily

Evidence of Completion

Actionable feedback from teacher, lesson plans including essential components, I-observation data, classroom walk-through checklist

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk-throughs utilizing the administrative checklist

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-through data

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

Broward Estates Elementary school provides a literacy rich Head Start early learning program to four-year-old students or pre-kindergarten age children. Broward Estates Elementary is identified as a Title One school and therefore our students receive free breakfast and free or reduced lunch. Broward Estates Elementary also participates in the Fresh Fruit and Vegetable Program.

Supplemental Academic Instruction (SAI- double-dose instruction, push-in support, iStation) during the regular instructional day and Extended Learning Opportunities (ELO- after school and on Saturdays) will be provided for students scoring at a level 1, 2 and/or fell below the the bottom 30th percentile as evidenced by FCAT 2.0 assessment results in reading and mathematics. Additionally, all retained students in the intermdiate grade levels will participate in SAI and ELO learning opportunities in an effort to increase student learning gains in the areas of reading, mathematics, science and writing.

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 actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.

G1.B1 There is a need to increase effective instructional planning and delivery, focusing on strategies that increase student achievement.

G1.B1.S1 Provide ongoing instructional professional development focusing on effective planning and instruction.

PD Opportunity 1

Provide professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.

Facilitator

Instructional Coaches External Support

Participants

All Teachers

Target Dates or Schedule

Weekly during common planning; Early-Release; Teacher Planning Days

Evidence of Completion

Classroom focus walk forms, teacher lesson plans, student work, sign-in sheets, meeting minutes, meeting agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development		Total
Title I		$3,000	$3,000
Total		$3,000	$3,000

Budget Details

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

G1. All teachers will actively engage students in reading informational text across content areas to develop literacy skills at or above grade level.

G1.B1 There is a need to increase effective instructional planning and delivery, focusing on strategies that increase student achievement.

G1.B1.S1 Provide ongoing instructional professional development focusing on effective planning and instruction.

Action Step 1

Provide professional development on active student engagement strategies; small group differentiated instruction; and providing actionable feedback to students.

Resource Type

Professional Development

Resource

Training materials including: copy paper, chart paper, markers, highlighters, construction paper, professional literature, consultant

Funding Source

Title I

Amount Needed

$3,000