

Broward County Public Schools

Broadview Elementary School



2022-23 Schoolwide Improvement Plan

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Broadview Elementary School

1800 SW 62ND AVE, North Lauderdale, FL 33068

[no web address on file]

Demographics

Principal: Joshua Kisten

Start Date for this Principal: 7/1/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (53%) 2018-19: B (54%) 2017-18: C (49%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Broadview Elementary School

1800 SW 62ND AVE, North Lauderdale, FL 33068

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kisten, Joshua	Principal	
Morell, Rocio	Assistant Principal	
Alabre, Natacha	Reading Coach	

Demographic Information

Principal start date

Saturday 7/1/2017, Joshua Kisten

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

734

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	96	109	123	138	102	124	0	0	0	0	0	0	0	692
Attendance below 90 percent	34	39	44	44	31	38	0	0	0	0	0	0	0	230
One or more suspensions	1	2	2	3	4	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	59	41	20	0	0	0	0	0	0	0	120
Level 1 on 2022 statewide FSA Math assessment	0	0	0	52	41	20	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	1	2	0	2	3	0	0	0	0	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	5	25	28	27	0	0	0	0	0	0	0	89

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	5	2	24	3	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/31/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	58%	56%				52%	59%	57%
ELA Learning Gains	67%						62%	60%	58%
ELA Lowest 25th Percentile	55%						56%	54%	53%
Math Achievement	45%	54%	50%				60%	65%	63%
Math Learning Gains	73%						59%	66%	62%
Math Lowest 25th Percentile	66%						50%	53%	51%
Science Achievement	21%	59%	59%				40%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-67%				
05	2022					
	2019	53%	64%	-11%	60%	-7%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	49%	-11%	53%	-15%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	35	27	16	52	38	9				
ELL	34	59	43	45	61	57	15				
BLK	40	71	73	39	70	68	14				
HSP	44	64	40	52	77	68	25				
WHT	15			23							
FRL	43	68	62	44	73	68	20				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	29	20	14	12		17				
ELL	38	60	53	30	16	8	31				
BLK	37	63	45	27	27	20	20				
HSP	39	58	62	34	16	10	26				
WHT	60	50		33	18						
FRL	38	60	50	30	22	17	23				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	54	58	34	52	46	25				
ELL	49	61	61	60	60	48	36				
ASN	93			86							
BLK	47	55	43	58	53	45	29				
HSP	53	65	67	60	64	48	49				
WHT	57	75		60	60						
FRL	51	62	55	59	57	48	37				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	19
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Based on the results from the Florida Standards Assessments 2022, the data revealed there was a minimal increase in English Language Arts (ELA) proficiency. ELA 2022 proficiency increased from 40% to 41%. In addition, there was also a 2% increase in the student with disability subgroup. This subgroup increased from 11% to 13%. The white subgroup ELA proficiency decreased from 60% to 15%. The student with disability gains increased by 6%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the results from the Florida Standards Assessment 2022, the area that showed a need for improvement was the white subgroup ELA proficiency which decreased from 60% to 15%. Also, the student with disability subgroup made minimal progress by 2%

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

The contributing factor to this decline stems from limited personnel and lack of Benchmark Advance District Professional Development. As a result, there was slight progress. In-house Professional development will be provided to teachers which will support closing the academic gap. The in-house professional development will be provided once a month. Furthermore, one-on-one support will be provided to individual teachers that need additional assistance. In addition, the literacy coach will meet with grade-level teachers weekly to ensure delivery of high-impact instruction and increased student achievement using the Instructional Data Calendar. The Literacy Coach will ensure student learning experiences match the rigor of the standards, increase systems to support students, and maximize staff and student engagement. District personnel support the Literacy by providing in-house training focused on a variety of deeper dive standards that is extended through the lens of Benchmark Advance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was in ELA Learning Gains. ELA Learning gains results increased from 60% to 67%. ELA lowest 25th increased by 5%, 50% to 55%.

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

Remediation and additional scaffolding support were provided during the uninterrupted reading block. To determine optimal ways to help build the capacity of students to advance practices of collective commitments around the unifying vision of instructional excellence in literacy, our interventionist facilitators met with students weekly for a period of thirty minutes. The performance of ELA assessments was analyzed to determine student need for increased support. The Benchmark ELA assessments were analyzed to determine student need for increased support.

The Benchmark Advance Unit assessments will be used to monitor student achievement. The Oral Reading Records and Star Early Literacy, Star Reading and FAST (Florida Assessment in Student Thinking) will be used to determine reading growth at the rate at which students are progressing towards proficiency in grade-level standards.

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

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

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

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

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

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

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

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

In-House Data Professional Development will be facilitated to develop the practice of collecting and analyzing student data in an effort to make better-informed decisions about the instruction being provided in the classroom.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the results from the Florida Standards Assessment 2022, the area that showed a need for improvement was the white subgroup ELA proficiency which decreased from 60% to 15%. Also, the student with disability subgroup made minimal progress by 2%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, ELA proficiency in the following subgroups will increase from white subgroup 15% to 30% and student with disabilities subgroup from 13% to 30%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

ELA assessments will be monitored using the Benchmark Advance Scope and Sequence timeline (3-week cycle.) Benchmark Advance unit assessments will be given every three weeks to target the standards in which students have not exhibited mastery. Students scoring below 70% will be provided remediation support during small-group instruction.

Person responsible for monitoring outcome:

Natacha Alabre (natacha.alabre@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence-based strategies that will be implemented to enhance this area of focus are progress monitoring, applying research-based effective interventions, and pull-out support will be implemented. The Reading Interventionist will be provided with a curriculum that is aligned to the Benchmark Advanced Scope and Sequence. The Reading Interventionist will use the Horizons Intervention curriculum with fidelity to close the academic gap. The members of the Collaborative Problem Solving Team (CPST) will meet frequently to discuss students with academic concerns in order to achieve the goal of promoting student

implemented for this Area of Focus.

performance. Additionally, the CPS team will meet monthly to discuss ways in which we can target specific skills that warrant improvement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Prescribed interventions help identify areas of concern within academic performance which helps to improve in the area of need by being proactive within the educational barriers.

Describe the resources/ criteria used for selecting this strategy.

Providing pull-out support helps remedy weaknesses which will support a more detailed tracking of progress to reach students' optimal academic proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the students who did not meet ELA mastery in the specific subgroups (SWD and White population). In addition to Tier 1 instructional Support by his/her teacher, the identified students will be provided support by the Reading Interventionist and ESE Resource Teacher in a small group setting. Progress Monitoring of formal, informal, summative assessments. Based on the results of assessments students will be provided remediation using the Benchmark Advance Conceptual Topics Scope and Sequence Curriculum.

Person Responsible

Natacha Alabre (natacha.alabre@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the results of the I-Ready ELA Diagnostic 3, 25% of students in grades K-2 are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the results of the 2022 statewide, standardized ELA assessment the percentage of students that scored below a level 3 on 2022 ELA Florida Standards Assessment (FSA) are as follows; 52% of third grade students and 65% of fourth grade students scored below a level 3. As a result, the following area was identified a critical need.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 10% of students in grades K-2 will be identified as being on track to score Level 3 or above on the statewide, standardized ELA assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, ELA proficiency in the following grade levels (3-5) will increase from 41 % to 51%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

In order to accelerate learning, progress monitoring, applying research-based effective interventions, and push-in support will be implemented. To ensure the sustainability of improvement progress monitoring will be designed to assist students in meeting state and district expectations for proficiency. A Progress Monitoring Plan will be created for individuals that are not meeting academic expectations. The generated Progress Monitoring Plan highlights the goal that supports deficiencies in Reading. The Progress Monitoring Plan will be designed to be flexible in meeting the academic needs of all students.

The members of the Collaborative Problem-Solving Team (CPST) will meet frequently to discuss students with academic concerns to achieve the goal of promoting student performance. Furthermore, the CPS Team will meet monthly to discuss ways in which we can target specific skills that warrant improvement.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Reading Interventionist will be provided with a curriculum that is aligned to the Benchmark Advance's Conceptual Topic Scope and Sequence. The Reading Interventionist will also use the Horizons Intervention curriculum with fidelity to help close the academic gap. To determine optimal ways to help build the capacity of students to advance practices of collective commitments around the unifying vision of instructional excellence in literacy, our interventionist facilitator will meet with students weekly for a period of thirty minutes. The Benchmark ELA assessments will be used to determine student need for increased support. The Oral Reading Records & Star Early Literacy, Star Reading & FAST will be used to determine reading growth at the rate at which students are progressing towards proficiency in grade-level standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Prescribed interventions help identify areas of concern within academic performance which helps to improve in the area of need by being proactive within the educational barriers.

Providing pull-out support helps remedy weaknesses which will support a more detailed tracking of progress to reach students' optimal academic proficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

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

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

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Literacy Leadership

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

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

At Broadview Elementary the school community exhibits positive school culture by following these four principles; Safety, Own your actions, Actively engages, and Respect (S.O.A.R.)

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

Administration surveys the diverse cultures represented at Broadview Elementary monthly. Broadview Elementary along with Broadview Elementary community partners work together in celebrating different culture each month which represent the percentage of our school and community family. Throughout the school year, each month cultural awareness materials, decorations, and banners are seen throughout the hallways in a celebratory manner. Monthly cultural celebrations on campus include hallway decor, teacher lesson plans incorporation, newsletter, flags and banners displayed outside the school, cultural events/celebrations. In addition to celebrating cultures, we ensure the school materials are available in all represented languages, and distribute surveys on a regular basis for parent input regarding ways to improve our cultural awareness on the campus.