

Miami-Dade County Public Schools

Broadmoor Elementary School



2022-23 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: 7/18/2020

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)	92%
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* Economically Disadvantaged Students*
School Grades History	2021-22: B (56%) 2018-19: B (56%) 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	N/A
* 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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3401 NW 83RD ST, Miami, FL 33147

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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<https://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.

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

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
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

Saturday 7/18/2020, Michael Lazo

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.*

5

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.*

26

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

460

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

8

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

10

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	75	75	73	88	73	85	0	0	0	0	0	0	0	469
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	32	26	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	32	37	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	13	44	46	31	26	0	0	0	0	0	0	0	160

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	9	15	12	19	0	0	0	0	0	0	0	59

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	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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%	62%	56%				45%	62%	57%
ELA Learning Gains	66%						57%	62%	58%
ELA Lowest 25th Percentile	59%						49%	58%	53%
Math Achievement	45%	58%	50%				60%	69%	63%
Math Learning Gains	69%						67%	66%	62%
Math Lowest 25th Percentile	72%						63%	55%	51%
Science Achievement	42%	64%	59%				49%	55%	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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	36%	64%	-28%	58%	-22%
Cohort Comparison		-43%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-36%				

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	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-56%				
05	2022					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	53%	-7%	53%	-7%
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	19	64	64	29	65						
ELL	38	67	62	47	71	71	45				
BLK	48	76		55	73		40				
HSP	39	64	59	43	69	73	43				
FRL	39	65	59	44	68	72	38				
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				

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)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
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	58
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	56
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

After reviewing all 2022 ELA FSA data, the following trends have emerged: all ELA Subgroups Achievement increased by 3 percentage points, all ELA Subgroups Learning Gains increased throughout grades 3-5 by 30 percentage points, all ELA Subgroups Learning Gains L25 increased by 20 percentage points. After reviewing all 2022 Math FSA Data, the following trends have emerged: all Math Subgroups Achievement increased by 15 percentage points, all Math Subgroups Learning Gains increased by 39 percentage points, all Math Subgroups Learning Gains L25 increased by 44 percentage points. After reviewing all 2022 FCAT 2.0 Science data, the following trends have emerged: Science Subgroups Achievement levels increased by 21 percentage points.

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

ELA Achievement is our area for greatest need for improvement. Based on 2022 progress monitoring data, we only have a 26 percent proficiency rate.

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

We have been focusing on implementing differentiated instruction in all classrooms. This implementation has provided us access to successful learning gains throughout the years; However, we will be shifting our attention to standards-based instruction to target proficiency throughout all grade levels. Attending weekly collaborative planning sessions consistently, teachers will plan for rigorous, research-based lessons that will address the areas of need.

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

Based on the data review for the 2022 Math FSA, Math demonstrated the most improvement in all subgroups. Math achievement increased from 30 to 45 percent, Math Learning Gains increased from 28 to 69 percent, and Math Learning Gains L25 increased from 28 to 72 percent.

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

The contributing factors to this improvement included consistent collaborative planning and differentiated instruction. We will continue to allot time on teachers schedule to conduct differentiated instruction, to have weekly collaborative planning with respective grade levels, and to have equal access to instructional coaches for additional support.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, on-going progress monitoring, student engagement, Effective Questioning and Response Techniques, ELL Strategies, Standards- Aligned Instruction, Corrective Feedback for Students, Anchor Charts, Think Alouds, and Instructional Support/ Coaching.

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 Instructional Coaches will develop and present professional development on procedures and expectations to continue a STEM-embedded learning community, and on the ELA Florida's B.E.S.T Standards K-5 handbook and framework (August), Data Chats (October/February), Standards-based instruction (Ongoing), Constructive and corrective feedback (Ongoing), and Coaching cycles for teachers as needed (Ongoing).

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

Extended learning opportunities will be provided such as before school tutoring, Saturday Academies, Spring Break Academy, Winter Academy, and Science Enrichment Clubs.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 FSA ELA results showed an overall Proficiency score of 41%. Even though it is an improvement from the previous year, it is still not where it should be. This year, we will focus on standards-aligned instruction and support teachers by providing push-in support during core instruction.

Measurable**Outcome:**

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

With the implementation of standards-aligned instruction, an additional 5% of the grades 3-5 school population will score at grade level or above in area of ELA, an additional 5% in the area of mathematics, an additional 8% in the area of science by 2022-2023 state assessment.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that standards-aligned instruction is taking place. Collaborative planning will include administrator participation to ensure standards alignment in the planning and execution of rigorous standards-based lessons.

Person responsible for monitoring outcome:

Amparo Quintero (aramos2@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our school will focus on the evidence-based strategy of Ongoing Progress Monitoring. Ongoing Progress Monitoring will be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Using ongoing progress monitoring data, instructional decisions can be made to ensure successful mastery of benchmarks through remediation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ongoing progress monitoring will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are standards-based. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

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.

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 resources for standards-aligned instruction. During weekly collaborative planning meetings (08/22-10/14), teachers and coaches will meet to discuss plans for whole group instruction, resources and best practices.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

Feedback will be given to teachers as to the effectiveness of their Standards-aligned Instruction. Support through Teacher/Coach Collaboration will be provided to instructional staff as needed. This process of this step will be ongoing (08/22-10/14) as instructional adjustments will be made accordingly.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

Instructional Reviews will be conducted by coaches and administration to monitor student progress as related to Standards-aligned Instruction. The process of this step is ongoing (8/22-10/14) as instructional adjustments will be made accordingly.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

Develop push-in support schedule with Instructional Leadership team within specific homeroom classes based on Unit Assessments data for ELA and Topic Assessment data for Math. Push-In support will target ESE, L25, Bubble students with each selected class during core instruction. The process of this step is ongoing (8/22-10/14) as instructional adjustments will be made accordingly.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 10/31-12/16, we will focus on developing additional time for collaborative planning for Science to further improve instruction and completion of science journals and use of resources.

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

During the window 10/31-12/16, we will continue to monitor the instructional push-in support schedule that is in place to target our ESE, ELL, bubble, and L25 students. This process is ongoing as instructional adjustments will be made accordingly.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 40% of students had 11 or more absences throughout the school year. Compared to Tier 1 schools that had 36% of students with 11 or more absences, we had 4% of students that had more truancy concerns. This data indicates that there is a need to increase student attendance.

Measurable Outcome:

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

If we successfully implement student attendance, our student truancy will decrease by 10 percentage points in the 2022-2023 Climate survey by June 2023. In order to assist, students will receive incentives by visiting the bee bucks store and monthly attendance ice cream parties.

Monitoring:

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

Our Attendance Review Committee (ARC) will host meetings that will identify early warning indicators of attendance trancies. The ARC committee will keep constant communication with teachers to monitor student attendance patterns. Because student attendance directly impacts student achievement, the leadership team will also review data to highlight direct correlation between performance and attendance.

Person responsible for monitoring outcome:

Michael Lazo (pr0521@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Area of Focus of Positive Culture and Environment, we will focus on Rewards and Incentives, where the school's leadership team will create rewards and incentive programs for students with perfect attendance and students with improved attendance on a quarterly basis.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We want to improve student attendance in our school by incentivizing them for both being consistently responsible by showing up to school and for putting effort to show up on a daily basis. Student attendance is directly correlated with student achievement. By improving student attendance, we hope that student learning success is positively impacted.

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.

From 09/12-10/14, 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 09/12-10/14, 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 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 10/31-12/16, the Bee Bucks Store will be set up for students as an incentive for perfect attendance or for improvements with overall attendance. The store will have school supplies and yummy treats that students can choose from.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 10/31-12/16, the school counselor will be meeting with our most truant students in small groups in order to offer strategies and support services that will encourage the overall improvement of student attendance.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning**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 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:****State the****specific****measurable****outcome the****school plans to achieve.**

This should be a data based, objective 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. The process of this step is ongoing, but by the end of the 2022-2023 school year we should have progress with the average of 70% or higher.

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

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:****Describe the****evidence-****based strategy****being****implemented****for this Area of****Focus.**

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:****Explain the****rationale for**

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.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

During the window of 8/22-10/14, 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 8/22-10/14, 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 8/22-10/14, 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 8/22-10/14, 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 10/31-12/16, product reviews will continue to take place so that coaches and the administrative team can continue to provide timely feedback to teachers to further improve teaching and learning.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

During the window of 10/31-12/16, coaches will continue to conduct mini-PDs in order to build the capacity of teachers to further improve teaching and learning. In addition, select teachers will be observing other teachers to further improve in areas such as explicit instruction, DI, or in the area of Writing.

Person Responsible Amparo Quintero (aramos2@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We decided to focus on feedback/walkthroughs to address the critical needs within our school. The data reveals 39% of the staff believes the principal is supportive of teachers. To increase this percentage, we selected feedback/walkthroughs because it will ensure that teachers receive additional support through feedback and assistance by the transformation coaches through CTC's.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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. The process of this step is ongoing, but by the end of the 2022-2023 school year, we should see improvement with effective teaching and learning.

Monitoring:

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

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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Walkthroughs, we will focus on the evident-based strategy of "Assess Team Effectiveness". This strategy will allow the Instructional Leadership Team to inspect what is expected in order to further build teacher capacity and improve teaching and learning.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

During the window of 8/22-10/14, 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 8/22-10/14, 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 9/12-10/14, 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 9/12-10/14, 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 10/31-12/16, administration will continue to conduct walkthroughs in order to inspect what is expected and to also continue to provide teachers with feedback in a timely manner to further improve teaching and learning.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

During the window of 10/31-12/16, administration will continue to attend collaborative planning sessions with coaches in order to provide timely feedback, as needed, and to continue to review resources and strategies with teachers that will build capacity and further improve teaching and learning.

Person Responsible Michael Lazo (pr0521@dadeschools.net)

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 2021-2022 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.

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

According to the 2022 FSA data, the percentage of students below Level 3 on the 2021 statewide, standardized English Language Arts assessment was 60% in grades 3-5.

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)

According to the 2021-2022 SAT-10 data, 47% of students in grades K-2 did not score on grade- level. With the implementation of the strategy Gradual Release of Responsibilities Model (GRRM), 45% of students in grades K-2 will score on-grade-level on the F.A.S.T PM 3 Reading Assessment by June 2, 2023.

Grades 3-5: Measureable Outcome(s)

According to the 2021-2022 FSA proficiency data, 41% of students in grades 3-5 are proficient in ELA. With the implementation of the strategy Gradual Release of Responsibilities Model (GRRM), 42% of students in grades 3-5 will score on-grade-level on the F.A.S.T PM 3 Reading Assessment by June 2, 2023.

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.

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:

Select the person responsible for monitoring this outcome.

Lazo, Michael, pr0521@dadeschools.net

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?

Within the Targeted Element of ELA, our school will focus on the Gradual Release of Responsibilities Model (GRRM). The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

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?

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill.

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
A professional development session will provide information on explicit instruction and the use the Gradual Release Model of Responsibilities (GRRM). Teachers will participate in hands-on activities that will provide them with strategies that will effectively build student understanding. In this model, instruction moves along a continuum from teacher activity and focus to learner activity and focus.	Quintero, Amparo, aramos2@dadeschools.net
Teachers will plan collaboratively with the guidance of the reading coach, implementing the GRRM strategies. This will take place by utilizing the DLTs and Pacing guide to develop instruction on a weekly basis.	Quintero, Amparo, aramos2@dadeschools.net
Product reviews will occur periodically during collaborative planning. During the product reviews, the coach, in collaboration with teachers will look for the effective use of the GRRM in journals and in the Reading/Writing Companion.	Nazario, Deylin, d.nazario@dadeschools.net
Administrative Walkthroughs will take place to ensure that the four components of the GRRM are implemented effectively during instruction. Timely feedback will be provided by administration to the reading coach to further support teachers during collaborative planning.	Lazo, Michael, pr0521@dadeschools.net
Coaches will conduct mini-PD on Gradual Release of Responsibility Model (GRRM) in order to build capacity and further improve teaching and learning.	Quintero, Amparo, aramos2@dadeschools.net
After the mini PDs have been completed, teachers will put these practice into their lesson plans using the GRRM. Coaches will conduct classroom observations and/or CTC's to see if the practice is effective.	Quintero, Amparo, aramos2@dadeschools.net

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.

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 school culture and environment.

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.