

Broward County Public Schools

Broadview Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Broadview Elementary School

1800 SW 62ND AVE, North Lauderdale, FL 33068

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kisten, Joshua	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. 6. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 7. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 8. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 9. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 10. Structure and monitor a school learning environment that improves learning for a diverse student population. 11. Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. 12. Implement and monitor procedures to ensure that the rights of all children and their parents are protected. 13. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 14. Utilize processes to empower others and distribute leadership when appropriate. 15. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 16. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance, and financial reporting, and maintenance of the physical plant. 17. Employ an improvement cycle for operational problems that analyze results, identifies root causes, and takes corrective action. 18. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 19. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 20. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 21. Maintain high visibility at school and in the community. 22. Cultivate, support, and develop others within the school.

Name	Position Title	Job Duties and Responsibilities
		<p>23. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>27. Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>28. Ensure adherence to good safety procedures.</p> <p>29. Follow Federal and State laws, as well as School Board policies.</p> <p>30. Perform other duties as assigned by the Director, School Performance & Accountability, or designee</p>
Alabre, Natacha	Reading Coach	<p>1. Contribute the expertise needed to prepare the school's reading program.</p> <p>2. Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Florida State Assessment Accountability Act of 1976.</p> <p>3. Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.</p> <p>4. Assist the school staff in organizing and managing reading skills as an integral part of all subject areas.</p>
		<p>Support the development of high quality/effective math instruction in all schools; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology</p> <p>Assist teacher teams to develop both school-wide and classroom Math intervention plans.</p>
Davis, Kaisha	Math Coach	<p>Ensure that site initiatives align with District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback</p> <p>Perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.</p> <p>Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>Ensure adherence to good safety procedures.</p> <p>Follow Federal and State laws, as well as School Board policies.</p> <p>Perform other duties as assigned by the principal or designee.</p>

Name	Position Title	Job Duties and Responsibilities
Most, Heather	Assistant Principal	Supervises Instructional and Service Personnel assigned by the principal. Develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving all stakeholders and acknowledging input is through the school's monthly school advisory council meetings and school advisory forum meetings. The SAC committee votes annually for members that will be a representative of the ethnic diversity of the school's student population. The SAF brings forth recommendations, concerns and interest to and from their area advisory council.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The monitoring stage is an essential tool to determine if the initial assessment and creation of the plan accurately addressed the needs of the school. The school improvement plan will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by monitoring the fidelity of implementation to ensure that the tasks are completed as proposed for the attainment of the initial goals, re-assessing the problem, understanding the school's current state, identifying needs and priorities, and implementation of practices and milestones to achieve specific targets.

In order to accelerate learning, progress monitoring, applying research-based effective interventions, and push-in support will be implemented. 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.

As a follow-up, we will:

- Adjust strategies and practices that help change school practices, as well as student and teacher behaviors
- Act upon decisions that will help meet the goals of school improvement
- Provide interventions that help address the needs of students, teachers and administrators

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	57	38	45	39	44	29	0	0	0	252	
One or more suspensions	1	1	1	12	8	6	0	0	0	29	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	31	41	47	60	32	41	0	0	0	252	
Level 1 on statewide Math assessment	0	31	30	50	40	39	0	0	0	190	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	28	48	21	11	0	0	0	121	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	34	46	66	43	46	0	0	0	248

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	16	8	23	2	2	0	0	0	66
Students retained two or more times	6	3	4	5	0	2	0	0	0	20

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	34	39	44	44	31	38	0	0	0	230	
One or more suspensions	1	2	2	3	4	7	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	59	41	20	0	0	0	120	
Level 1 on statewide Math assessment	0	0	0	52	41	20	0	0	0	113	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	0	2	3	0	0	0	8	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	5	25	28	27	0	0	0	89

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	34	39	44	44	31	38	0	0	0	230	
One or more suspensions	1	2	2	3	4	7	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	59	41	20	0	0	0	120	
Level 1 on statewide Math assessment	0	0	0	52	41	20	0	0	0	113	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	0	2	3	0	0	0	8	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	5	25	28	27	0	0	0	89

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	56	53	41	58	56	40		
ELA Learning Gains				67			60		
ELA Lowest 25th Percentile				55			50		
Math Achievement*	43	62	59	45	54	50	30		
Math Learning Gains				73			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				66			13		
Science Achievement*	23	48	54	21	59	59	27		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		59	59				54		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	132
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	2	2
ELL	25	Yes	1	1
AMI				
ASN				
BLK	30	Yes	1	1
HSP	35	Yes	1	
MUL				
PAC				
WHT	46			
FRL	30	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	54			
HSP	53			
MUL				
PAC				
WHT	19	Yes	1	1
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			43			23					
SWD	13			18			7				4	
ELL	31			37			7				4	
AMI												
ASN												
BLK	38			36			20				4	
HSP	38			48			26				4	
MUL												
PAC												
WHT	38			56							3	
FRL	34			41			19				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	67	55	45	73	66	21					
SWD	13	35	27	16	52	38	9					
ELL	34	59	43	45	61	57	15					
AMI												
ASN												
BLK	40	71	73	39	70	68	14					
HSP	44	64	40	52	77	68	25					
MUL												
PAC												
WHT	15			23								
FRL	43	68	62	44	73	68	20					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	60	50	30	22	13	27					54
SWD	11	29	20	14	12		17					38
ELL	38	60	53	30	16	8	31					54
AMI												
ASN												
BLK	37	63	45	27	27	20	20					62
HSP	39	58	62	34	16	10	26					53
MUL												
PAC												
WHT	60	50		33	18							
FRL	38	60	50	30	22	17	23					55

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	56%	-12%	54%	-10%
04	2023 - Spring	50%	61%	-11%	58%	-8%
03	2023 - Spring	28%	53%	-25%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	62%	-20%	59%	-17%
04	2023 - Spring	49%	65%	-16%	61%	-12%
05	2023 - Spring	46%	58%	-12%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	21%	46%	-25%	51%	-30%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the results from the Science FCAT, the data component that showed the lowest performance was Science achievement. Broadview's Science 21% proficiency contributed factor(s) to last year's performance. The contributing factor(s) for last year's performance was due to instruction not being implemented with fidelity.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed a decline was the white subgroup. The white subgroup population fell below the 41% threshold in ELA, earning 19% proficiency in ELA. The contributing factor (s) to this decline stems from limited personnel. Due to the shortage of substitutes, when teachers are out, individuals that provide specific services, pull-out groups etc, are covering for teachers. As a result, those students are missing out on specific intervention provided by those individuals.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state is ELA. Based on the results of the third Progress Monitoring Window, the ELA Florida Assessment of Student Thinking (F.A.S.T), proficiency was 41%, compared to the state's proficiency of 55%. A factor that contributed to the following gap was limited personnel. Due to the shortage of substitutes, when teachers are out, individuals that provide specific services, pull-out groups etc, are covering for teachers. As a results, those students are missing out on specific interventions provided by those individuals.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math. The results of the third Progress Monitoring Window of the Florida Assessment of Student Thinking (F.A.S.T) is 45% proficiency. With the implementation of the new Math curriculum Envision, a structured weekly Professional Development was implemented focusing on planning curriculum, differentiating resources, and analyzing data on a 3-week cycle to make instructional adjustments of remediation and enrichment on identified standards. In addition, Math push-in and pull-out groups were implemented during the Math Block to provide additional support to students that fell within the category of at/near the standard based on the Progress Monitoring Two results.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area of concern was the number of students identified as Level 1 on the statewide ELA Florida Assessment of Student Thinking (F.A.S.T). A total of 252 students fell within the category of demonstrating an inadequate level of mastery of the B.E.S.T. across grades Kindergarten through fifth grade.

The second area of concern was the number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. Based on the Early Warning Systems data, 121 students in grades Kindergarten through fifth grade were identified.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Level 1 on statewide ELA assessment – 252 students in grades K-5

Level 1 on statewide Math assessment – 190 students in grades K-5

121 students in grades K-5 - Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD subgroup population fell below the 41% threshold in ELA, earning 27% proficiency in ELA. Based on the F.A.S.T. ELA PM3 results, this subgroup performed significantly lower than other subgroups.

Measurable Outcome:

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

By June 2024, ELA proficiency on the F.A.S.T. assessment for the SWD subgroup will increase from 27% to 41%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 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 Intervention:

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.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: October 2023

#2. ESSA Subgroup specifically relating to White**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The white subgroup population fell below the 41% threshold in ELA, earning 19% proficiency in ELA. Based on the third ELA F.A.S.T. Progress Monitoring results, the white subgroup performed significantly lower than other subgroups.

Measurable Outcome:

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

By June 2024, in Grades 3-5, ELA proficiency on the F.A.S.T. assessment will increase from 41% to approximately 46%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 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 Intervention:

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.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: October 2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the early warning system data, 252 students in (K-5) have been identified as absent 10% or more days.

Measurable Outcome:

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

By June 2024, the students in K-5 that have been absent 10% or more days will decrease by 10%, (252 to 225 students).

Monitoring:

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

Monitor attendance data: Teachers will record attendance at the beginning of the school day. Excused absences are updated daily by the Attendance Clerk. Review school-wide attendance data with the Collaborative Problem-Solving Team. Monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code for each school day.

Person responsible for monitoring outcome:

Heather Most (heather.most@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Record attendance daily and monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code for each school day.

Engage Students and Families: Our school website includes a page titled "Report an Absence" under the Contact menu to inform all stakeholders how parents can report an excused absence with the Online Absence Reporting Form, voice, message etc. Appropriate staff will call or email parents to verify excused absences as needed. Regularly share appropriate information regarding current data for student attendance at parent conferences, PTA/PTSA meetings, SAC and SAF meetings, student assemblies, morning announcements, school newsletters, and ParentLinks.

Recognize Good and Improved Attendance: Regular attenders are at school more than 95% of school days. Promote regular attendance during morning announcements, lunch periods, afternoon announcements, a common bulletin board, and/or student assemblies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement and help everyone to understand why daily attendance matters from PreK-12th grade.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Pull attendance reports on a weekly basis

Identify student that are consistently absent

Create a social work referral

Communicate with parents

Eliminate barriers that keep students from attending school

Person Responsible: Heather Most (heather.most@browardschools.com)

By When: Weekly

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA was identified as an area of focus based on the grades 3-5 results of the ELA Florida Assessment for Student Thinking.

Measurable Outcome:

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

By June 2024, in Grades 3-5, ELA proficiency on the F.A.S.T. assessment will increase from 41% to approximately 46%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 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 Intervention:

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.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: October 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process for allocating funds and resources begins with data analysis of varying student assessments, followed by identifying the Tier 2 and Tier 3 students that need additional support. Once the number of students is determined and resources that will be used based on the needs of students, Title I ELO funds are utilized to provide after-school tutorials. Elementary & Secondary School emergency Relief Funds (ESSER) is also utilized to staff additional academic support teachers in the area of Math and Reading, (Math ESSER teachers & Reading Intensive Intervention Support Teacher). These teachers provide additional support based on student needs using the push-in and pull-out support model.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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 2023 statewide, STAR assessment the percentage of students that were not on track and scored below the 40th% percentile on the STAR Reading are as follows;

60% of kindergarten students, 51% of first grade students, and 55% of second grade students were not on track. As a result, the following area was identified a critical need.

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

Based on the results of the 2023 statewide, standardized ELA assessment the percentage of students that were not on track and scored below a level 3 on 2023 ELA F.A.S.T. are as follows;

72% of third grade students and 55% of fifth 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 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 Measurable Outcomes

By June 2024, ELA proficiency in the following grade levels K-2 will increase as follows: Grade K students now in first grade: from 28% to 41%. First grade students now in second grade will increase from 49% to 55%. By June 2024, ELA proficiency for students in grades K-2 will increase from 45% to 52%.

Grades 3-5 Measurable Outcomes

By June 2024 school-wide ELA proficiency in grades 3-5 to increase by five points from 41% to 45%.

Monitoring

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 impact student achievement outcomes.

In order to accelerate learning, progress monitoring, applying research-based effective interventions, and push-in and pull-out 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 weekly to discuss students with academic concerns to achieve the goal of promoting student performance. Furthermore, the CPS Team will meet weekly 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.

Most, Heather, heather.most@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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?

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. In addition, teachers will be required to complete the Science of Reading, 3-part training. Part 1, Overview of K-12 CERP for 23-24 is an overview of the skills necessary to create a skilled, on grade-level reader. Part 2, K-12 CERP Decision Tree for 23-24 ensures that schools assess students on the most common areas of deficiency to diagnose a skill gap following a district-wide screening assessment. The teachers will be encouraged to take the learning from professional development back to their classrooms to build capacity.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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. Remediation and additional scaffolding support will be 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 facilitator will meet with students weekly for a period of thirty minutes. The performance of ELA assessments will be analyzed to determine the student need for increased support. The Benchmark ELA assessments will be used to determine student need for increased support. The Star Early Literacy, Star Reading, I-Ready (Diagnostics and Growth Monitoring) 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.

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
<p>Literacy Leadership - Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.</p> <p>Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p> <p>Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, outside of the 90-minute reading block.</p>	<p>Most, Heather, heather.most@browardschools.com</p>
<p>Professional Learning- Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.</p>	<p>Alabre, Natacha , natacha.alabre@browardschools.com</p>
<p>Literacy Coaching- Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053</p>	<p>Alabre, Natacha , natacha.alabre@browardschools.com</p>
<p>Assessment- School-wide assessments will be administered monthly (aligned to the Benchmark Mark District Scope & Sequence) to monitor the progress of students in grades K-5 performance on the FL B.E.S.T. ELA standards. Data analysis of assessments will implemented at PLC meetings. Decisions on instructional delivery, small group activities, center activities, and interventions will be adjusted based on the students' results on assessments.</p>	<p>Alabre, Natacha , natacha.alabre@browardschools.com</p>

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The process of disseminating the information on School Improvement plan is through monthly SAC meetings, monthly SAF meetings, parent nights, and the school's website. In conjunction with SAC, Title 1 also shares all relevant information to all stakeholders in three languages, English, Spanish, and Creole.

<https://www.browardschools.com/domain/19019>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school builds positive relationships with parents, families, and other stakeholders through varying ways. The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families are adapted to meet changing family and community circumstances; opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community. Additionally, the school have multiple parent nights (Literacy night, Math & Science Night, Curriculum Night, Trunk or Treat, etc) to build the school /family connection, monthly school and staff advisory council meetings to gather parent input and keep all stakeholders abreast with school updates. In addition, communication to parents are provided in the languages of the school's population (English, Spanish, & Creole).

<https://www.browardschools.com/domain/19019>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Broadview Elementary School plans to strengthen the academic program in the school and increase the amount and quality of learning time by extending opportunities of Professional Development in core subject-areas to enhance teaching practices, structured weekly Professional Learning Communities (PLCs), and continuous progress monitoring of student interventions, school-wide assessments, and district assessments.

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.

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 utilize district approved intervention curriculum with fidelity to help close the academic gap. Remediation and additional scaffolding support will be 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 facilitator will meet with students weekly for a period of thirty minutes. The performance of ELA assessments will be analyzed to determine the student need for increased support. The Benchmark ELA assessments will be used to determine student need for increased support. The 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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Violence Prevention Program: Broadview Elementary School (BES) follows the County Student Code of Conduct as well as the District Discipline Matrix. BES has a zero tolerance for bullying and violence which is outlined in the District's Anti-Bullying Policy. Bullying prevention programs are supported through school assemblies, conflict mediation, resolution groups and guest speakers. All staff members have participated in online Anti-Bullying training and the teachers have previewed with their students the anti-bullying videos provided by the district. Threats and behavior assessments are given when an issue arises.

Nutrition Program: Broward County Public Schools Food & Nutrition Department has initiatives that are fully supported through Health and Physical Education curriculum. Broadview Elementary Health and Physical education curriculum is important to our school and we adhere to all of district initiatives.

Housing Programs: Any staff member can refer students/families in need of housing or food to the school social worker and/or the community liaison.

Head Start Programs: BES Head Start Program provides instruction in core subject areas such as literacy, math, and science to prepare our young scholars for school readiness. Utilizing the Teaching Strategies Gold (TSG) model throughout the year allows the Pre-K teachers to make informed instructional decisions to ensure the young scholars are prepared for kindergarten. Additionally, the Informal Reading inventory of Concepts and Print Letter knowledge are administered to each young scholar at the end of the year. This assessment is placed in the cumulative folder to help in the analysis of the child's performance and provide historical data for kindergarten teachers with the students' progress in the program. Presently, there are six positions in our Head Start Program, which includes 2 teachers, 2 assistants, 1 floater and 1 parent educator.

Adult Education: Parents and other adults in the community in need of ESOL, GED, or any other education programs are referred to the district's Title I Department.