

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Broadmoor Elementary School (0521)

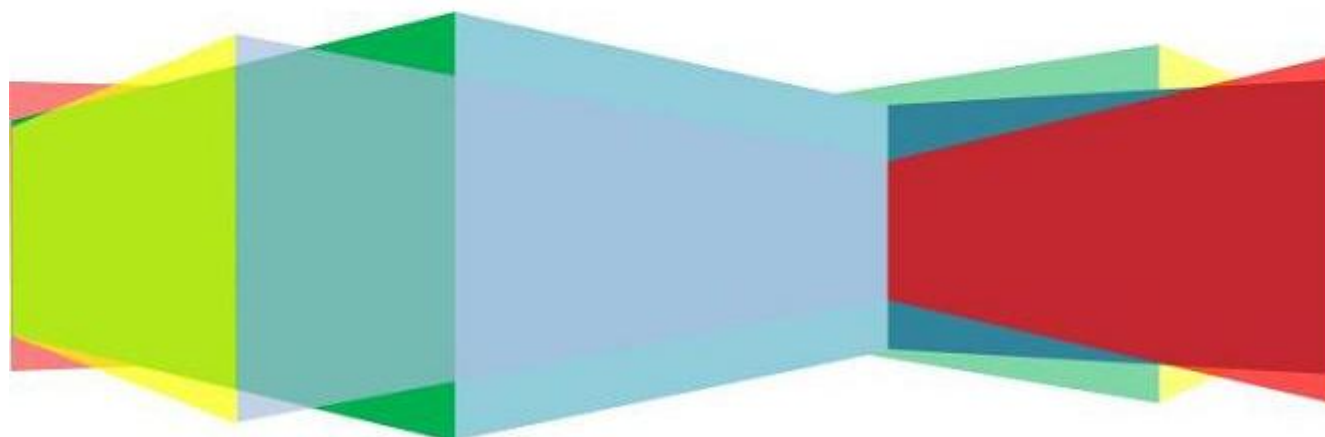
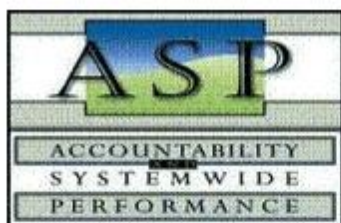
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Linda Klein

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Broadmoor Elementary School was built in 1957 and has a building footage of 65,755. The school is located at 3401 N.W. 83rd Street in Miami-Dade County. The school is a Title I funded school with a grade of "C" and serves 439 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student population consists of 152 Black students, 274 Hispanics students, 6 multi-cultural students, and 7 white students. The school has a nurturing environment, which fosters increased student achievement for all its learners. 2006-2007 FCAT Reading test results indicate that there are 83 Level 1 and 46 Level 2 students in grades three, four and five. Mathematics 2006-2007 test results indicate that there are 47 Level 1 and 60 Level 2 students in grades three, four and five. The school has 18 students that participate in the Gifted Program and 34 students that participate in two Title I Voluntary Prekindergarten (VPK) classes. The school has students in Black, Economically Disadvantaged, Hispanic and English Language Learners (ELL) in the No Child Left Behind (NCLB) Sub-groups. The school's staff is comprised of highly qualified teachers. Of the 42 instructional staff members, two are National Board Certified, 11 have a Master's Degree, three have a Specialist degree, and one has a doctorate. The average class size is as follows: Pre-K – 3 students to teacher ratios are: 18:1. In grades 4 – 5 students to teacher ratios are 22:1. The average student attendance rate for the 2006-2007 school year was 95.41%. The school had a retention rate of 16%. Broadmoor Elementary School is in the Miami Central Senior High Feeder pattern. The school consistently demonstrates high parent participation. The school has a strong research based technology bank to enhance the standard instructional program. The school has a high mobility rate with staff and students. Student attendance is a concern when parents take children out of the country for extended periods of time while school is in session. Staff mobility presents the need to consistently repeat trainings in Broadmoor Elementary's various technology and intervention programs. The school has The Citibank FamilyTech Grant which provides computers for students to take home with internet access and the DERM grant from the Ed Fund. The school participates in the Reading First Grant in Kindergarten through third grade. Broadmoor Elementary School, through its School Improvement Plan, intends to prepare all students to become productive citizens by improving academic excellence, self-esteem, personal growth, creativity, independence, and knowledge of the world around them. As a learning community, the school offers many extended learning opportunities throughout the school year. Communication with parents is an ongoing commitment of the school. Parents are notified in their home languages of special events through flyers, letters, and the marquee outside of the building. The school has two active Dade partners that provide support to the total school program. Our two business partners are Vivian Riveiro and DL Services. They participate in monthly Educational Excellence Advisory Council (EESAC) meetings; provide volunteer hours as chaperones and mentors, and coordinate our Thanksgiving Basket event.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine state standards, students in grade four will improve their writing skills as evidenced by a 1% increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given the instruction based on the Sunshine State Standards, students in grade 5 will demonstrate an increase of 25 percentage points in the number of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student tardiness will improve as evidenced by a five percent decrease in the number of tardies during the 2007-2008 school year as compared to the 2006-2007 school year using the daily attendance bulletins.

Given the emphasis on the infusion of technology in education, all students will augment their usage of technology by implementing programs that provide instruction based on the Sunshine State Standards evidenced by a 10% increase in usage during the 2007-2008 school year as compared to the 2006-2007 school year using classroom usage logs.

Students will improve their fitness as evidenced by a five percent increase in the number of students passing the FITNESSGRAM when comparing the 2007-2008 administration of the FITNESSGRAM to the 2006-2007.

Given emphasis on the benefits of participating in advance academic programs the number of students referred to the Gifted Program will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Broadmoor Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

The results of the Organizational Performance Improvement Snapshot survey completed by the school's employees identified a need for improvement in "Strategic planning" and "Human Resource Focus". The rationale for selecting the two areas for improvement is based on the lowest average scores on the overall item rankings. The school will improve in the area of "Strategic Planning" by providing more opportunities for staff participation. The grade levels are working on action research plans, which will allow everyone to be more involved in the school's learning community. This year e-mail is being used as a more effective means of immediate communication. The school will improve in the area of "Human Resource Focus" by providing many opportunities for the staff to be involved and aware of how they are able to make a difference individually. The administrators are regularly attending grade level meetings to ensure that pertinent information is being received. This also allows teachers to voice their concerns and comments and to work together as a team for the betterment of the school.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

0521 - BROADMOOR ELEMENTARY SCHOOL

VISION

Broadmoor Elementary School aspires to be a school that provides a nurturing environment for students where there is high student achievement and an atmosphere of excellence; where students are a community of learners and the school is a laboratory of learners, where parents are partners and business members are stakeholders. Broadmoor Elementary aims to develop well-rounded students who are lifelong learners, who read for pleasure, are critical thinkers, have high self-esteem, are problem solvers, are self-confident, and who are educationally independent.

MISSION

The environment at Broadmoor Elementary School is designed to enhance parent involvement, staff development, career and technological awareness, and problem solving techniques. The professional staff is committed to the implementation of a team effort using research-based programs. These models will ensure pupil progress, preparing them to be well rounded and efficient citizens, critical thinkers, problem solvers, educationally independent, and to possess high self-esteem.

CORE VALUES



School Improvement Plan 2007-2008



Equity

Broadmoor Elementary School provides a nurturing environment that addresses the individual needs of our students and ensures that all students have access to a variety of programs.

Excellence

Broadmoor Elementary School maintains high academic standards and strives towards high levels of student achievement.

Collaboration

Broadmoor Elementary School includes parents and business members as partners in the education of our students.

Integrity

At Broadmoor Elementary School, we stress the importance of honesty and respect among students and staff.

School Demographics

Facility/Community

Broadmoor Elementary School was built in 1957 and has a building footage of 65,755. The school is located at 3401 N.W. 83rd Street in Miami-Dade County. Broadmoor Elementary School is surrounded on three sides by a residential area of single-family homes. The west side is in an industrial/warehouse area with many vacant warehouses. The two story 50-year-old facility houses 28 classrooms. In 1975, two buildings were added to the site. One building houses four kindergarten classes; the other houses bilingual education classes, exceptional student education classes, and a science lab. Broadmoor Elementary has no portable classrooms. In 1996, the school underwent extensive renovations and a state-of-the-art media center and music suite were added to the site. The entire facility has been retro-fitted to provide internet access to all areas of the facility. Approximately 95 percent of students have been identified as economically disadvantaged and qualify for free or reduced lunch.

Student Demographics

Broadmoor Elementary School is a Title I funded school with a grade of "C" and serves 481 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student population consists of 182 African-Americans, 285 Hispanics, six multi-cultural students, and eight white students. The student body includes 293 standard curriculum students, 154 English Language Learners (ELL) students, and 34 Students with Disabilities (SPED). Based on the 2006-2007 School Readiness Uniform Screening System (SRUSS) results 75 percent of the kindergarten children come to school ready to learn. FCAT Reading 2006-2007 test results indicate that there are 83 Level 1 and 46 Level 2 students in grades three, four and five. FCAT Mathematics 2006-2007 test results indicate that there are 47 Level 1 and 60 Level 2 students in grades three, four and five. The school has 18 students that participate in the Gifted Program and 34 students that participate in two Title I Voluntary Prekindergarten (VPK) classes. The school has students in Black, Economically Disadvantaged, Hispanic and English Language Learners No Child Left Behind (NCLB) Sub-groups.

Unique Aspects: Strengths

Broadmoor Elementary consistently demonstrates high parent participation. Broadmoor Elementary has a strong research based technology bank to enhance the standard instructional program.

Unique Aspects: Areas of Concern

Broadmoor Elementary has a high mobility rate with staff and students. Student attendance is a concern when parents take children out of the country for extended periods of time while school is in session. Staff mobility presents the need to consistently repeat trainings in Broadmoor Elementary's various technology and intervention programs.

Teacher Demographics

Broadmoor Elementary School's staff is comprised of highly qualified teachers. Of the 42 instructional staff members, two are National Board Certified, 11 have a Master's Degree, three have a Specialist degree, and one has a doctorate. There are two beginning teachers and four are considered out-of-field.

The leadership team is composed of a representative from each grade level and special areas also administration, the United Teachers of Dade (UTD) Steward and Educational Excellence School Advisory Council Chairperson.

All employees have employee numbers.

The ethnic breakdowns are as follows:

White – 29 % - 12

Black – 38% - 16

Hispanic 31% - 13

Native Indian – 2% - 1

Broadmoor has been fortunate in its ability to fill vacancies in a timely manner, ensuring that no classes have substitutes.

Class Size/Teacher-to Student Ratio

The average class size in Broadmoor Elementary School is as follows:

Pre-K – 3 students to ratios are: 18:1

4 – 5 students to ratios are 22:1

Class sizes in all grades averages 18.

The SPED program is a resource model; however, we do have one inclusion class in fifth grade.

Attendance Rate

Broadmoor Elementary continues to improve student attendance. For 2006-2007 the percentage of attendance for the year was 95.41% up from 92.85% for the 2005-2006 school year. The majority of the students reside in the surrounding neighborhood. The staff's average attendance rate is 96.3 percent.

Promotion/Graduation/Retention Rates

3rd Grade retention rate is at 45%.

School wide retention rate is at 16%



School Improvement Plan

2007-2008



Feeder Pattern

Broadmoor Elementary School is in the Miami Central Senior High Feeder pattern. When students leave Broadmoor they attend Madison Middle School, a ZONE school for grades 6-8. From Madison the students transition to Miami Central Senior High, a ZONE school for grades 9 -12.

Special Programs

Broadmoor Elementary participates in the Title I School-wide program that provides additional resources for our students. Students participate in an Academic Excellence Program after school three days a week from September to May. After school tutorials are offered to all students. An eight week Saturday school program is offered to third through fifth grade students. Broadmoor Elementary has a gifted resource class for identified children. The children participate one day one day a week in this class. Broadmoor Elementary also has two TEAM classes, in first and second grade.

School Community Relations/Partners

Broadmoor Elementary has two active Dade partners that provide support to the total school program. Our two business partners are Vivian Riveiro and DL Services. They participate in monthly EESAC meetings; provide volunteer hours as chaperones and mentors and coordinate the school's Thanksgiving Basket event.

Grants

Broadmoor Elementary School has The Citibank FamilyTech Grant which provides internet accessible computers for students to take home and the Department of Environmental Resources Management (DERM) grant from the Educational Fund. Broadmoor Elementary participates in the Reading First Grant in Kindergarten through third grade. The purpose of this grant is to ensure that all children in America learn to read well by the end of third grade so they are prepared to achieve their full academic potential.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot survey category score of 4.1 indicated that staff members feel that the administrators at the school are effective in setting the direction of the school. The staff is aware of the mission and vision of the school. The leadership team not only creates a positive working environment, but they also involve the employees in the day to day operation of the school.

District Strategic Planning Alignment:

Based on the category score of 3.9 of the Organizational Performance Improvement Snapshot survey, this is an area where some improvement is desired. The administration is diligently working on ways to involve all staff members in the development of the school's goals. They will ensure consistent input from all employees in developing the goals of Broadmoor Elementary.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot survey category score of 4.2, staff members are aware of who their most important customers are, they keep in touch with their customers and customers communicate with staff as to what they need and want. At Broadmoor, everyone is well aware that the students and parents are very important. As a team, we are allowed to make decisions to solve the problems and meet the needs of the students.

Faculty & Staff:

Based on the category score of 4.0 of the Organizational Performance Improvement Snapshot survey, this is an area where some improvement is desired. A plan has been put into action to involve all staff members to communicate and cooperate as we work together as a team. Broadmoor Elementary School's teacher mentoring program includes the pairing of educators who are new to the school with an experienced teacher who provides needed assistance and guidance in all facets of the educational process.

Data/Information/Knowledge Management:

Based on the category score of 4.3 of the Organizational Performance Improvement Snapshot survey, this is an area where some improvement is desired. A plan has been put into action to involve all staff members to communicate and cooperate as we work together as a team. Broadmoor Elementary School's teacher mentoring program includes the pairing of educators who are new to the school with an experienced teacher who provides needed assistance and guidance in all facets of the educational process.

Education Design:

The Organizational Performance Improvement Snapshot survey category score of 4.3 shows that the faculty feels knowledgeable in the area of data analysis. The staff is aware of the importance of desegregation of data and how it pertains to students' academic improvement.

Performance Results:

According to the Organizational Performance Improvement Snapshot survey category score 4.2, staff members feel that customers are satisfied with their work, their work products meet all requirements for high quality and excellence, and they are satisfied with their job. In their opinion, our school obeys laws and regulations, has high standards and ethics, and helps them help their community.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on differentiated instruction, cooperative learning, and CRISS strategies.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Continuous Improvement Model process (CIM), subject/grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies. Monthly grade levels meet to discuss data from bi-weekly assessments to make necessary changes to their instruction to meet individual student needs. During the months of October, January and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments:

FCAT Assessment – March
District Interim Assessments – October, January and May (to monitor progress)
FCIM Benchmark mini-assessments – on-going
Classroom Assessments – on-going
Bi-Weekly Assessments – on- going

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hand-on instructional activities



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

All students at Broadmoor Elementary will be reading on grade level or above.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Reading Assessment, 42 percent of students in grades three, four, and five scored at Level 3 or above in reading. Third grade earned 5 mean points in words/phrases, 8 mean points in main idea/purpose, 9 mean points in comparisons, and 1 mean point in reference/research. Grade level and strand data indicate third grade students performed just below the district and state average in each strand. The mean points were lowest in main idea/author's purpose. Fourth grade earned 2 mean points in words/phrases, 13 mean points in main idea/author's purpose, 9 mean points in comparisons, and 2 mean points in reference/research. Fifth grade earned 4 mean points in words/phrases, 11 mean points in main idea/author's purpose, 5 mean points in comparisons, and 2 mean points in reference/research. Fourth and Fifth grade students performed just below the district and state average in each strand. The mean points were also lowest in main idea/author's purpose for both grade levels. According to the disaggregated data, the area of greatest instructional need is main idea/author's purpose. To provide assistance to students in grades three through five in the areas of main idea/author's purpose, the Reading Plus program will continue to be implemented. Teachers will improve main idea/author's purpose skills by providing in-depth instruction. Interim Assessments will monitor progress.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) for continuous improvement in reading for all students including those in the lowest 25%.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development activities for all instructional staff to increase achievement in reading of all students including those in the lowest 25%.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	3000
Provide remedial activities in reading during school, after-school and during Saturday school for all students including those in the lowest 25%.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	2000
Provide parent workshops to support reading achievement of all students including those in the lowest 25%.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Implement a school-wide instructional focus calendar that ensures all reading benchmarks are taught and tested.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Administer Interim Assessments, DIBELS, STAR, Accelerated Reader tests, and bi-weekly reading assessments to monitor progress in reading of all students including those in the lowest 25%.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	5000
Provide enrichment activities in reading before, during, after-school and during Saturday school to meet the needs of students on or above grade level.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Implement Reading Plus, a research and web based reading skills program to support reading achievement of all students including those in the lowest 25% in fluency.	Technology Facilitator/Administrators	8/20/07	06/05/08	Other/ Not Applicable	9000
Utilize the Regional Center Data Debriefing Protocols to analyze data.	Leadership Team/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Research-based Reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include: Houghton-Mifflin Reading Series, Soar to Success, Accelerated Reader, Fast ForWord, Voyager, FCAT Explorer, Riverdeep and Brainchild.

Professional Development



School Improvement Plan

2007-2008



Assessment data will be shared with teachers, and they will be trained on how to interpret the data and adopt new strategies as needed.

Staff members will be taught how to disaggregate DIBELS data in order to identify the needs of individual students.

Teachers will attend in-house workshops on the use of FCAT reading item specifications.

Provide Professional Development activities for all instructional staff that includes information about successful research-based reading instructional strategies such as CRISS.

Provide Professional Development for all instructional staff on Houghton-Mifflin, the adopted reading series, on the five day plan, differentiated instruction, and guided reading.

Evaluation

Summative assessment will be the 2007-2008 FCAT Reading Test.

Formative assessment will be done through progress monitoring which will include the following:

District Interim Assessments will demonstrate 80 percent mastery by all students.

Grade level bi-weekly assessments will demonstrate 80 percent mastery by all students.

Students will demonstrate 80 percent mastery as measured by Accelerated Reader test performance.

Students will demonstrate 80 percent mastery as measured by Riverdeep test performance.

Students will demonstrate a measurable increase in their DIBELS results throughout the three administrations during the school year.

Students in after school tutoring will demonstrate 80 percent mastery as measured by school made pre/post test.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Broadmoor Elementary's goal is that all students will demonstrate increased performance in mathematics.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Mathematics Assessment, 51 percent of students in grades three, four, and five scored at Level 3 or above in mathematics. Third grade earned 7 mean points in Number Sense, 5 mean points in Measurement, 4 mean points in Geometry, 3 mean points in Algebraic Thinking, and 4 mean points in Data Analysis. Grade level and strand data indicate third grade students performed just below the district and state average in Number Sense. Fourth grade earned 5 mean points in Number Sense, 5 mean points in Measurement, 5 mean points in Geometry, 3 mean points in Algebraic Thinking, and 4 mean points in Data Analysis. Fifth grade earned 5 mean points in Number Sense, 5 mean points in Measurement, 6 mean points in Geometry, 4 mean points in algebraic thinking, and 5 mean points in data analysis. Fourth and fifth grade students performed just below the district and state average in Number Sense. The mean points were lowest in Number Sense for grade three, four and five. According to the disaggregated data, the area of greatest instructional need is Number Sense. To ensure students are proficient in the area Number Sense, the instructional Focus Calendar will be implemented school-wide.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their mathematics skill as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model(CIM) for continuous improvement in mathematics for all students including those in the lowest 25%.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Implement a school-wide instructional focus calendar that ensures all mathematics Sunshine State Standard benchmarks are taught prior to January and tested.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development activities to all instructional staff to promote student achievement that includes information about successful research-based mathematics instructional strategies such as Scott Foresman-Addison-Wesley Mathematics.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	2000
Provide remedial activities in mathematics during, after-school and during Saturday school to increase achievement for all students including those in the lowest 25%.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	2000
Maintain the Accelerated Math program in grades second through fifth to enhance mathematics skills in the area of Number Sense.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	500
Provide parent workshops to support mathematics achievement of all students.	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Administer Interim Assessments provided by the District, Accelerated Math Assessments, and bi-weekly mathematics assessments to monitor progress of all students including the lowest 25%..	Math Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	5000
Utilize the Regional Center Data Debriefing Protocols to analyze data.	Leadership Team/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Research-based programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include:

Scott Forseman-Addison-Wesley Mathematics, Voyager Math, V-MathLive, Accelerated Math, FCAT Achiever, Math Facts in a Flash, and Success Net-Addision Wesley

Professional Development



School Improvement Plan 2007-2008



Professional development will be provided to all instructional personnel to increase student achievement in the following:

Continuous Improvement Model training. Staff members will be taught how to disaggregate bi-weekly mathematics data in order to identify the needs of individual students and drive instruction.

Assessment data will be shared with teachers, and they will be trained on how to interpret the data and adopt new strategies as needed.

Teachers will attend in-house workshops on the use of FCAT mathematics item specifications to ensure a thorough understanding of all benchmarks.

All second through fifth grade teachers will receive training in Accelerated Math from the Accelerated Math Resource teacher.

Teachers in grades three through five will be trained on the implementation of Voyager Math, a research-based program to be utilized by the lowest 25% students.

Teachers will receive training for technology-assisted instruction, including Riverdeep, FCAT Explorer, and Accelerated Math.

Teachers will also be given a list of sites of Best Practices for At-Risk students to review and utilize from the mathematics resource teacher.

Evaluation

Summative assessment will be the 2007-2008 FCAT Mathematics Test.

Formative assessment will be done through progress monitoring which will include the following:

District Interim Assessments, bi-weekly and Accelerated Math assessments to guide instructional focus.

Attendance logs will document teacher participation in professional development activities.

Student attendance sheets will serve as documentation of participation in after school tutoring.

Students will demonstrate 80% mastery as measured by Accelerated Math test performance.

All students will demonstrate 80% mastery on in house bi-weekly benchmark assessments.

Results of the District Interim Assessments will be used to monitor and redirect mathematics strategies on an on-going basis.

Monitor quarterly reports of Riverdeep and FCAT Explorer, to determine student progression and drive mathematics instruction.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

At Broadmoor Elementary, all students will be able to write in an organized and focused manner.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Writing Assessment, 73 percent of the students scored 3.5 or higher on Narrative and Expository scores combined. Sixty-two percent of students scored 3.5 or higher on the Expository Writing Assessment. Seventy-four percent of students scored 3.5 or higher on the Narrative Writing Assessment. According to the disaggregated data, the area of greatest instructional need is Expository Writing. Writing prompts will be used in all grade levels to ensure students are proficient in Expository writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine state standards, students in grade four will improve their writing skills as evidenced by a 1% increase in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model(CIM) for continuous improvement in writing achievement for all students.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize writing prompts in all grade levels to ensure that all students as well as all subgroups learn effective narrative and expository writing techniques.	Reading Coach/ Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Administer district pre and post writing assessments to monitor progress and tailor instruction of all students.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide small group tutoring in writing for remediation and enrichment for all students.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development for teachers in the instruction of writing for all students.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	1000
Provide parent workshops to support writing achievement of all students.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	100
Expand the emphasis on writing through student participation in competitions such as the Title I Young Authors' Contest and Publish-A-Book contest to reinforce and strengthen their writing skills.	Reading Coach/Administrators	08/20/07	06/05/08	Other/ Not Applicable	800

Research-Based Programs

Research-based Writing programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include Houghton Mifflin.

Professional Development

Using the School District calendar, professional development for teachers will include the art of teaching writing and scoring of student writing samples using the rubric. The areas of need where the teachers will be receiving professional development are in Conventions and Support in both expository and narrative. These techniques will improve the delivery of instruction and maximize the opportunities for learning the art of writing.

Evaluation

Writing pre and posttest, and monthly writing assessments will be used to monitor the writing objective.

2007-2008 FCAT Writing+

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Science Assessment, 13 percent of students in grade five scored at Level 3 or above in science. The mean scale score in science was 263. Fifty-one percent of students scored at Level 1, 36 percent scored at Level 2. Fifth grade earned 5 mean points in Physical and Chemical Sciences, 6 mean points in Earth and Space Sciences, 5 mean points in Life and Environmental Sciences, and 5 mean points in Scientific Thinking. Fifth grade students performed just below the district and state average in Physical and Chemical Sciences. To provide assistance to students in grade five in the area of Physical and Chemical Sciences, teachers will provide opportunities for students in exploring science curricula by incorporating hand-on activities and experiments in science lessons.

Measurable Objective

Given the instruction based on the Sunshine State Standards, students in grade 5 will demonstrate an increase of 25 percentage points in the number of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model(CIM) for continuous improvement in science achievement for all students.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Implement a school-wide instructional focus calendar that ensures all science benchmarks are taught and tested.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide remedial and enrichment and activities in science.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Administer bi-weekly science assessments to monitor progress.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Schedule field trips to provide real world science experiences and application of science concepts.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development for all instructional staff to increase the science achievement of all students.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	2000
Continue the use of the hands-on science lab for inquiry-based learning.	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	10000
Implement P-SELL in third and fourth grade to guide science instruction	Science Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize the Regional Center Data Debriefing Protocols to analyze data.	Leadership Team/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Research-based Science programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula. Programs used will include the Scott Foresman Science Series.

Professional Development

Using the school wide district calendar, teachers will participate in professional development training including Integrating Math and Science K-2 and 3-5 in October, Elementary Science Scope and Sequence in October, the use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. District Science Curriculum Support Specialists will provide additional assistance in pacing and content delivery.

Teachers will meet regularly to share ideas and activities to expand the scientific inquiry and focus on student needs and strands.

Evaluation



School Improvement Plan

2007-2008



Continuous Improvement Model (CIM) to redirect instructional focus.

District provided interim assessments grades 4 and 5 and FCAT Science Coach pre and posttests will be used to analyze progress and redirect instruction for reinforcement and/or enrichment.

Administer Scott Foresman unit tests to determine proficiency.

Attendance logs will show teachers are using the scientific inquiry method to support and promote achievement in science.

Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge, as evidenced by a 25 percentage point increase on the administration of the 2008 FCAT Science test.

Grade level assessments will demonstrate 80 percent mastery based on strategies learned and used during grade level planning time.

Assessments will be used to monitor and redirect science strategies and student performance on FCAT science test.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Broadmoor Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

All stakeholders participated in the needs assessment process. Data from the 2006-2007 Monthly Title I Parent Outreach reports indicate that 2,538 parents participated in 72 school activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a school-wide parent survey to establish needs of our parents in order to increase positive involvement in their child's education.	Community Involvement Specialist	09/05/07	09/28/07	Other/ Not Applicable	0
Implement a mandatory parent report card pick-up for the first and third grading periods.	Administrators	11/14/07	04/16/08	Other/ Not Applicable	0
Plan for classroom visitations by all parents and students on the Saturday morning prior to the first day of school in order for both parents and students to be properly oriented to their new academic environment and school policies, procedures, and programs.	Administrators	08/18/07	08/18/07	Other/ Not Applicable	0
Plan and deliver inviting evening meetings for families through our PTA organization. These meetings will be used to disseminate pertinent information and to encourage parents to volunteer and participate in school events.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize the "Parent Compact" to encourage excellent attendance, punctuality, parents reading to their children daily, use of home educational technology using the Citibank Family Tech computers, and parents monitoring daily home learning assignments.	Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Implement Broadmoor VIP (Very Important Parent) Program to inform parents of the many ways they can become more involved at Broadmoor and encourage them to volunteer.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	500
Maintain a Parent Resource Center with materials parents can utilize at home to assist with student achievement specifically in the areas of reading, writing, mathematics, and science.	Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	2000

Research-Based Programs

The Citibank Family Tech Program places donated computers in the homes of students including training for parents and free internet connection to be used by the families. Information about this research based program can be found at [http:// www.educationfund.org](http://www.educationfund.org).

Professional Development

Teachers will be trained on strategies to increase parent involvement.

Teachers involved in the Citibank Tech Program will receive extensive training during the year from expert mentor teachers on how best to incorporate technology in the classrooms.

Teachers will receive training on how to teach workshops to parents in order to assist their children at home, specifically with reference to reading comprehension, the writing process, and the understanding of mathematical concepts and problem solving as related to the Sunshine State Standards.

Evaluation



School Improvement Plan 2007-2008



Parental and community involvement will show a five percentage point increase above the 2006-2007 level of participation as evidenced by:

- Workshops
- Sign-in-Sheets
- Attendance logs
- PTA memberships
- Parent volunteer hours
- Title I monthly reports.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

The daily attendance bulletins from the 2006-2007 school year show that there were 1,908 tardies.

Measurable Objective

Given an emphasis on a safe and orderly environment, student tardiness will improve as evidenced by a five percent decrease in the number of tardies during the 2007-2008 school year as compared to the 2006-2007 school year using the daily attendance bulletins.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor tardies on a monthly basis and meet with students who have excessive tardies.	Counselor/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Give certificates to students who have no tardies during the nine week grading period.	Counselor/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide incentives to classes with no tardies each week.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Contact parents of students with excessive tardies.	Counselor/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide teachers with strategies to decrease tardiness.	Counselor/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Teachers will continue to participate in Professional Development that will provide them with strategies to decrease tardiness.

The Counselor will provide parents with workshops on strategies to decrease tardiness of students.

Parents' involvement in decreasing tardiness will increase the effectiveness of the overall student achievement.

Evaluation

2006-2007 daily attendance bulletins will show a five percent decrease in the numbers of tardies when compared to the daily attendance bulletins from the 2005 -2006 school year.

Monitor tardies on a monthly basis.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

An informal parent survey conducted by teachers indicates approximately 40% of the students do not have access to computers at home. Therefore, students and parents need to be provided continued opportunities to use technology at school. Research based technology programs will be used in classrooms to improve student achievement in Reading and Mathematics.

Measurable Objective

Given the emphasis on the infusion of technology in education, all students will augment their usage of technology by implementing programs that provide instruction based on the Sunshine State Standards evidenced by a 10% increase in usage during the 2007-2008 school year as compared to the 2006-2007 school year using classroom usage logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development activities for all instructional staff to increase optimal usage of the Research Based Instructional Technology programs available to our students, with focused implementation on our lowest 25%.	Technology Facilitator/Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Provide assistance to students in grades two through five in all Reading Benchmarks, the Reading Plus program will continue to be implemented with an emphasis on fluency, vocabulary, and comprehension.	Technology Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide parent training to increase the use of these programs at home for further practice of instruction presented during the school day. Programs such as Riverdeep, FCAT Explorer, FCAT Focus, and V-Math should be accessed and used at home.	Technology Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide computer training to parents of students participating in the Citibank Family Tech Program, a program providing refurbished home computers, with free internet connection, to families in need of a home computer.	Technology Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize Achiever by Brainchild and Brainchild hand-held units, loaded with Reading and Mathematics reinforcement exercises based on the Sunshine State Standards.	Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize instructional technology programs to improve reading readiness and comprehension, i.e. Fast ForWORD, Riverdeep, FCAT Explorer, FCAT Focus, Achiever by Brainchild, Reading Plus, Accelerated Reader, and Academy of Reading.	Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize instructional technology programs to augment our Mathematics Program and instruction, i.e. Riverdeep, FCAT Explorer, FCAT Focus, Achiever by Brainchild, Accelerated Math, Math Facts in A Flash, and V-Math Live.	Technology Facilitator/Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Research-based programs focus on student outcomes.

Programs used will include:

Riverdeep, FCAT Explorer, FCAT Focus, Achiever by Brainchild, Accelerated Math, Math Facts in a Flash, V-Math Live, Fast ForWORD, Reading Plus, Accelerated Reader, STAR Reading Assessment, and Academy of Reading.

Professional Development

Assessment data using Edusoft will be shared with teachers, and they will be trained on how to interpret the data using this program.

Teachers will attend in-house workshops on the use of the Research Based Instructional Technology Programs being used by our students. Training will be administered by the Technology Facilitator.

Evaluation

Formative assessment will be accomplished through progress monitoring of the instructional technology programs being implemented through classroom usage logs.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2006-2007 Physical Fitness Testing (FITNESSGRAM), 17% of all second through fifth grade students had passing scores. Analysis of this data indicates that second through fifth grade students need to improve their physical fitness.

Measurable Objective

Students will improve their fitness as evidenced by a five percent increase in the number of students passing the FITNESSGRAM when comparing the 2007-2008 administration of the FITNESSGRAM to the 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a Fitness Gram pre-test to determine baseline measures.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide parent workshops informing parents of the importance of physical fitness of children.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development activities for staff members emphasizing the importance of physical fitness of students.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Ensure that an appropriate amount of time is dedicated to fitness related activities on a daily basis.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Provide professional development activities for staff members on the importance of physical fitness of students and activities that they can do with their students.
Physical Education teacher will attend the District's physical education professional development courses.

Evaluation

The results of the 2007-2008 FITNESSGRAM will show a five percent increase in the number of students passing the FITNESSGRAM.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An analysis of school-site gifted referral logs from the 2006-2007 school year indicates 16 students were referred to the Gifted Program in kindergarten through fifth grade.

Measurable Objective

Given emphasis on the benefits of participating in advance academic programs the number of students referred to the Gifted Program will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development activities for teachers on how to identify gifted students.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Provide parents with information concerning the characteristics of gifted children.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize assessment results from the Stanford Achievement Test, FCAT, and STAR test to identify possible gifted students.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Provide a TEAM class in order to assist students in developing their higher order thinking skills.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

District scheduled gifted professional development courses offered throughout the 2007-2008 school year.

Evaluation

Analyze 2007-2008 gifted referral logs compared to the 2006-2007 gifted referral logs.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

Broadmoor Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

Compared to similar schools, Broadmoor's percentile ranking is 12 and the percent of the highest ROI value is 44%.

Measurable Objective

Broadmoor Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Strategies to improve annual learning gains: Use student data results to find or construct more effective educational strategies that fit the needs of students and staff.	Science Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Use purchased programs effectively and increase student participation.	Science Facilitator/classroom teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Purchase resource-based materials and utilize the district warehouse for materials/supplies.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Strategies to lower the cost per weighted fulltime equivalent student: Reallocate school resources to better implement teaching learning and class-size mandates.	Administration	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Broadmoor Elementary School will show progress toward reaching the 16th percentile.

Other Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
------------	---------------------	------------	----------	-----------	--------

Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Educational Excellence Advisory Council (EESAC) members conducted a school budget workshop to discuss the school's needs and made recommendations for expenditures based on SIP objectives.

Training:

Educational Excellence Advisory Council (EESAC) members reviewed teacher training goals and objectives of the Competency Based Curriculum, the Sunshine State Standards, and the Professional Assessment and Comprehensive Evaluation System (PACES). EESAC members help identify the need for professional development in the areas of reading, writing, mathematics, and science curriculum based on SIP objectives.

Instructional Materials:

The EESAC recommended the purchase of Accelerated Reader books and periodicals for the media center. The council also supported the purchase of FCAT preparation and practice materials in order to address the objectives outlined in the SIP.

Technology:

EESAC members helped identify the need for technology workshops for parents. EESAC members also voted to purchase Accelerated Reader software and books with EESAC funds in order to ensure SIP objectives were met.

Staffing:

Educational Excellence School Advisory Council members were informed of hiring procedures of personnel. When available, opportunities were provided for members to serve in the selection process and make recommendations. Additional teachers have been hired to lower class size.

Student Support Services:

Educational Excellence School Advisory Council members support the belief that "Parents are Partners" in education. The Parent Resource Center and continuous parent support is the primary focus of a variety of support services. EESAC members also make recommendations as to what student support services should be offered to our students and families as stated in our SIP objectives.

Other Matters of Resource Allocation:

Educational Excellence School Advisory Council members recommended funds be utilized to purchase audiovisual equipment for all classrooms. The Educational Excellence School Advisory Council members recommended that Title I funds be used to hire additional teachers and paraprofessionals to reduce class size.

Benchmarking:



School Improvement Plan

2007-2008



Educational Excellence School Advisory Council members met regularly to review and conduct a needs assessment based on the effectiveness of the current school mission. The EESAC members had an opportunity to identify strengths and weaknesses in the educational programs and strategies present in our school. Writing is a critical area in need of improvement. The School Improvement Plan was developed in consensus with all stakeholders in our school.

School Safety & Discipline:

The members of EESAC are constantly ensuring all members of the learning community feel safe at Broadmoor Elementary. All stakeholders are involved in improving student discipline and safety. EESAC members helped develop the SIP objective relating to school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	19000
Mathematics	9500
Writing	1900
Science	12000
Parental Involvement	2500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	44900



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent