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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0521 - Broadmoor Elementary School

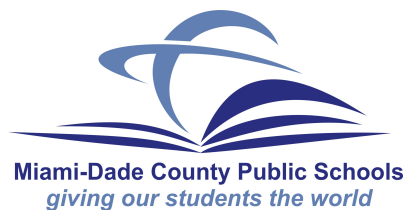
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Linda Klein

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Broadmoor Elementary School*

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Broadmoor Elementary School is located at 3401 N.W. 83rd Street in Miami-Dade County. It is a Title I school that serves 542 pre-kindergarten through fifth grade students from the surrounding neighborhood. The school has a nurturing environment, which fosters increased student achievement for all its learners. Programs offered at the school include the Academic Excellence Program (AEP) and the school is part of the School Choice Options. The school's program is called Broadmoor CARES (Career Academies Reaching Educational Success). 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.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 53% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% will improve their reading skills as evidenced by 50% making learning gains in reading on the 2005-2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 84 percent of the students reaching the state required mastery level of 3.5 or higher on the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the districts mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-logs for the 2004 – 2005 and 2005 – 2006 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 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of technology with programs such as Riverdeep as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades second through fifth will improve their running skills as evidenced by 29 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participation in the advanced academics program, the number of students being referred to be tested for the gifted program will increase by 40% during the 2005-2006 school year as compared to the 2004-2005 school year.

Broadmoor Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 16th percentile on the next publication of the index.

The results of the self-assessment 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 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 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.

# 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.

## **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

### 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*

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Broadmoor Elementary 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 an industrial/warehouse area with many vacant warehouses. The two story 49-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. 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.

Broadmoor Elementary School is a Title I funded school and serves 542 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student population consists of 243 African-American, 288 Hispanic, two multi-cultural students, and nine white students. Approximately 505 students have been identified as economically disadvantaged and qualify for free or reduced lunch. The student body includes 197 standard curriculum students, 277 Limited English Proficient (LEP) students, and 68 students with disabilities (SWD). After fifth grade, the students leave Broadmoor to attend Madison Middle School for grades six through eight. Sixty-seven of the kindergarten children come to school ready to learn based on School Readiness Uniform Screening System (SRUSS) results. The school's average attendance rate for 2004-2005 was 95 percent. The majority of the students reside in the surrounding neighborhood.

Broadmoor Elementary School's staff is comprised of highly qualified teachers. Of the 39 instructional staff members, two are National Board Certified, ten have a Master's Degree, two have a Specialist degree, and one has a doctorate. Sixteen percent of the staff are new teachers and three are considered out-of-field. The staff's average attendance rate is 96.3 percent. Class sizes in all grades average 19.7.

Broadmoor Elementary School received the Golden School Award and the United Way and Miami-Dade County Public Schools "Linking What Matters" recognition for the 2004-2005 school year. The school has consistently exceeded the United Way goal for both the employee and student campaigns. We have received a certificate of appreciation from The Central Express Partners for the 2004-2005 school year. Broadmoor Elementary School has The Citibank Familytech Grant and DERM grant from the Ed Fund.

# *School Foundation*

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## ***Leadership:***

The survey 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 results of the 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 survey results, staff members are very 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 results of the survey, this is another 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:***

The survey results show 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.

## ***Education Design:***

Assessing the students' individual needs and teaching the required benchmarks drive Broadmoor Elementary's instruction. The school uses the Plan-Do-Study-Act (PDSA) process for making academic improvements as needed. The school incorporates after-school tutoring program for remediation in reading, writing, and mathematics.

## ***Performance Results:***

According to the survey results, 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.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The administrators participated in a teacher fair during the 2004-2005 school year where they had a chance to meet and informally interview teachers. The environment at the school is a safe and nurturing place where staff members are encouraged to participate in the growth and development of the school. The administrators are receptive to the needs and opinions of the staff members.

## **• Highly Qualified, Certified Administrators:**

Mrs. Linda Klein - Principal

Ms. Ivette Bernal - Assistant Principal

Broadmoor Elementary School's principal is Linda Klein. Mrs. Klein's leadership has resulted in a steady improvement in the academic performance of the students. She skillfully and meticulously implemented a plan of action in her first year as principal that elevated the school from a low achieving "D" to a "C" in letter grades assigned by the Florida Department of Education. This progress supports her effectiveness as a leader.

Mrs. Klein's tenure with Miami-Dade County Public School System spans almost two decades. Her experiences include sixteen years at a Miami-Dade County public school where she rose through the ranks of classroom teacher, lead teacher and assistant principal. During her tenure at the school, she was an integral part of the leadership team that helped remove the school from the list of "Critically Low Performing Schools". The wealth of her experience with that school has been the catalyst in her leadership style at Broadmoor Elementary School. She does not allow external factors such as economic insufficiency, dysfunctional family units and neighborhood crime or violence to hinder the educational well-being and betterment of the students. She advocates that the students will not fail because of these challenges, but rather the school will help them overcome these challenges and the students will succeed. She believes a critical component of the student's success is highly qualified teachers and professional development is an integral part of her action plan to improve the academic performance of the students. She also realizes that our society demands that our students be technologically proficient and has been instrumental in providing top of the line computers in every classroom. She has pursued opportunities to provide students with proven research-based computer programs that will enhance their learning systems. Mrs. Klein also realizes the importance of parent involvement and has seen an increase in cooperation and support from the parents. She accommodates parents by arranging school events in synchrony with their schedules. She continuously stresses her "open door" policy and welcomes and encourages parents to be active members of the school community. She was instrumental in the school receiving the Golden School Award for School Volunteers for the past three years. Mrs. Klein's degrees are a Bachelor of Science in Education and a Masters Degree in Educational Leadership. She is certified in Elementary Education 1-6, Early Childhood, and Certified Principal.

Ms. Ivette Bernal, assistant principal of Broadmoor Elementary, is an indispensable member of the leadership team. Ms. Bernal's keen knowledge of the school's curriculum served to elevate student achievement. In efforts to identify the specific needs, learning styles, progress and achievement of every student in the school, she established a unique tracking system that provides crucial information to leadership and staff when making decisions about educational services for the students. Ms. Bernal works tirelessly to customize and tailor instructional techniques and learning programs to optimize the educational experience. She maintains a meticulous system where she can identify and target the academic needs of every student in the school. Ms. Bernal is a 13-year veteran of the Miami-Dade County Public School System with an Educational Specialist degree in Educational Leadership and Administration. She works closely with all teachers to ensure that they are thoroughly abreast of curriculum contents and that they have the supplies and resources necessary to deliver effective classroom instruction. Ms. Bernal's degrees are Bachelor of Arts in Elementary Education, Masters of Science in Montessori Elementary Education, and Educational Specialist in Educational Leadership with certification in Elementary Education 1-6, English to Speakers of Other Languages, and



Leadership. Ms. Bernal was 2003-2004 ACCESS Center III Assistant Principal of the Year, 2003-2004 Miami-Dade County 1st runner-up Assistant Principal of the Year, Phi Beta Kappa, Member of District's Comer Action Team, and 1993-1994 Sally Mae Beginning Teacher of the Year while at Orchard Villa Elementary.

### **• Teacher Mentoring:**

All teachers new to the profession and Broadmoor Elementary will be involved in the Beginning Teacher Orientations provided by the District.

Broadmoor Elementary School's Teacher Mentoring Program teams up educators who are new to the school with an experienced teacher such as members from the instructional leadership team who provide needed assistance and guidance in all facets of the educational process.

In addition, the school has in place a highly effective Professional Growth Team from the Professional Assessment and Comprehensive Evaluation System (PACES) assessment and evaluation system that assists teachers in developing and enhancing proficiency in their instructional techniques and methods as well as classroom management. The reading coach, math facilitator/science facilitator, and district curriculum specialist model lessons for all teachers in reading, mathematics, and science for their teachers with planning and student assessment. During grade group meetings, disaggregated data is discussed and disseminated to guide instruction and raise student achievement. Under the guidance of the chairperson, instruction is targeted for students that require remediation as well as those who need enrichment. The school's principal meets with new teachers monthly to provide ideas and strategies for effectively managing the classroom. Both the principal and assistant principal are highly visible around the campus in a supportive role.

### **• School Advisory Council:**

The School Advisory Council is an active and viable entity in the school. The decision-making body is representative of the diversity that typifies both the school population and the surrounding community. The School Advisory Council reviewed, analyzed and evaluated pertinent data such as the School's Demographic and Academic Profile, and subsequently formulated objectives as school wide priorities. The council's scheduled meetings are the second Tuesday of every month with notified participants and created agendas, as per state and district guidelines. The council also recommended and appropriated funds for the purchase of FCAT incentives for students and the purchase of books that support the Accelerated Reader Program. The council also lends support to the efforts of the PTA in achieving a higher level of parental involvement by coordinating and participating in school wide events. Council members are active PTA participants, assisting in all needed areas to ensure school wide participation by all stakeholders. Broadmoor Elementary's School Advisory Council's (SAC)' ultimate goal is to oversee the School Improvement Plan. They plan and make recommendations on the budget, technology, and benchmarks. Members are voted on by the entire school staff. The School Advisory Council (SAC) Chair has attended district training and disseminated the information to School Advisory Council members at Broadmoor Elementary.

### **• Extended Learning Opportunities**

Broadmoor Elementary School hosts an after-school tutoring program from September - March each year. The reading and mathematics tutoring occurs three days a week. There is also an intensive Saturday school program for students in third through fifth grade during the months of January and February. In addition to these programs, staff members work with less proficient students. During school, students in grades one through five are pulled for small group tutoring in order to address their individual needs. Limited English Proficient students are pulled for additional academic instruction as mandated. The school also enlists the support of parent/community volunteers to read with small groups of children during the school day. The school provided an academic summer school for the 2004-2005 school year. There is an Early Bird Book Club that meets twice a month before school. There is also an after-school Academic Excellence Program that meets three times a week. The school also has a

Teaching Enrichment Activities to Minorities (TEAM) program. The students are selected to participate in these remedial and enrichment programs based on analysis of their student performance data.

### • **School Wide Improvement Model**

Broadmoor Elementary School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study-to see if changes are working, and Act-to get the greatest benefit from changes. This model has been integrated with the Total Quality Management (TQM) Effective Schools Research. The assistant principal supervises the before, during, and after-school tutorial and enrichment classes for students. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR, and bi-weekly assessments are administered to obtain data about the individual needs of students. During school, a paraprofessional works with tier two and tier three third grade students using Voyager. After school, "Summer Success Reading" is used for reading remediation and "Math Club Achievers" is used for mathematics remediation. Enrichment is provided through the Chess Club. The school master schedule is developed to allow for common planning for grade levels to meet weekly. The reading coach and grade level chairpersons have met and discussed the following literature given by the district: Locating and Correcting Reading Difficulties by James L. Shanker and Eldon E. Ejjwakk and Make It Real by Linda Hoyt. Teachers will also be given a list of sites of best practices to use when working with at-risk students. Administration meets with grade levels to provide support and resources necessary in order to ensure that all components of the plan are effectively implemented. This Demings Cycle keeps the focus of the instructional program on the skills that the students need based on the assessments. All teachers are trained in Creating Independence through Student-owned Strategies (CRISS) strategies, reciprocal teaching and graphic organizers to guide instruction and focus on student achievement. Broadmoor Elementary was selected to implement the "Connect With Kids" character education program. The school's counselor, as well as teachers, work diligently with all students to show respect for themselves, each other, their school, and their community.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### **GOAL 1 STATEMENT:**

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

### **Needs Assessment**

2005 FCAT Reading Test results were compared to 2004 FCAT Reading Test results. Forty-nine percent of students in grades three through five did not score level 3 or higher. The results indicate that third grade students' scores decreased 17 percentage points in words/phrases, 14 percentage points in main idea/purpose, and six percentage points in comparisons. Fourth grade students' scores decreased six percentage points in words/phrases, and four percentage points in comparisons. Fifty-one percent of students in the lowest 25% in grades three through five did not make a year's worth of progress in reading.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 53% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the lowest 25% will improve their reading skills as evidenced by 50% making learning gains in reading on the 2005-2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parent workshops to support reading achievement of all students including those in the lowest 25%.	Reading Coach/Administrators	10/03/05	05/24/06
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	08/22/05	03/10/06
Administer 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	08/08/05	05/24/06
Implement a school-wide instructional focus calendar that ensures all reading benchmarks are taught and tested.	Reading Coach/Administrators	08/08/05	05/24/06
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	08/04/05	05/24/06
Provide enrichment activities in reading before, during, after-school and during Saturday school.	Reading Coach/Administrators	09/08/05	05/03/06
Implement the Demings Model Plan-Do-Study Act(PDSA)for continuous improvement in reading for all students including those in the lowest 25%.	Reading Coach/Administrators	08/08/05	05/24/06

## **Research-Based Programs**

Broadmoor Elementary uses research-based programs to guide instruction. The school uses the state adopted textbook Houghton -Mifflin in reading for grades kindergarten through five. Research-based interventions such as Soar to Success, Early Success, and Voyager are used for small group tutoring to increase student achievement.

## **Professional Development**

1. Provide professional development activities for all instructional staff that includes information about successful research-based reading instructional strategies such as CRISS.
2. Provide professional development for all instructional staff on Houghton-Mifflin, the adopted reading series, on the five day plan, differentiated instruction, and guided reading.
3. Assessment data will be shared with teachers and they will be trained on how to interpret the data.
4. Staff members will be taught how to disaggregate DIBELS data in order to identify the needs of individual students.
5. Teachers will attend in-house workshops on the use of FCAT reading item specifications.

## **Evaluation**

1. All students in grades three through five will increase their reading performance as evidenced by 53 percent of students scoring at level 3 or higher on the FCAT Reading Test.
2. Grade level bi-weekly assessments will demonstrate 80 percent mastery by all students.
3. Students will demonstrate 80 percent mastery as measured by Accelerated Reader test performance.
4. Students will demonstrate 80 percent mastery as measured by Riverdeep test performance.
5. Students will demonstrate a measurable increase in their DIBELS results throughout the four administrations during the school year.
6. Students in afterschool tutoring will demonstrate 80 percent mastery as measured by pre/post test.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### **GOAL 2 STATEMENT:**

Broadmoor Elementary’s goal is that all students attain grade level mathematics skills and that they can calculate and solve applied problems in mathematics.

### **Needs Assessment**

2005 FCAT Mathematics Test results were compared to 2004 FCAT Mathematics Test results. According to results, 52 percent of students did not score level 3 or higher. The results showed that third grade students’ scores decreased eight percentage points in number sense and 17 percentage points in algebraic thinking. Fourth grade students’ scores decreased 13 percentage points in measurement and 14 percentage points in data analysis. Fifth grade students’ scores decreased seven percentage points in number sense.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 grades three through five will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Demings Model Plan- Do-Study Act (PDSA) for continuous improvement in mathematics for all students including African American, Economically Disadvantaged, and Limited English Proficiency students.	Math Facilitator/Administrators	8/8/2005	5/24/2006
Provide professional development activities for all instructional staff to increase the mathematics achievement of all students including African-American, Economically Disadvantaged, and Limited English Proficiency students.	Math Facilitator/Administrators	8/4/2005	5/24/2006
Provide parent workshops to support mathematics achievement of all students.	Math Facilitator/Administrators	10/3/2005	5/24/2006
Provide remedial activities in mathematics during and after-school and during Saturday school.	Math Facilitator/Administrators	8/22/2005	5/24/2006
Administer bi-weekly mathematics assessments to monitor progress of all students including African American, Economically Disadvantaged, and Limited English Proficiency students.	Math Facilitator/Administrators	8/8/2005	5/24/2006
Provide enrichment activities during and after-	Math Facilitator/Administrators	8/8/2005	5/24/2006

school and during Saturday school.			
Implement a school-wide instructional focus calendar that ensures all math benchmarks are taught and tested.	Math Facilitator/Administrators	8/8/2005	5/24/2006

## **Research-Based Programs**

Broadmoor Elementary uses research-based programs to guide instruction. The school uses Scott Foresman Mathematics textbook. Technology resources such as Brainchild are used to reinforce what is being taught in the classrooms.

## **Professional Development**

1. Teachers will attend in-house workshops on the usage of manipulatives and the FCAT mathematics item specifications.
2. Assessment data will be shared with teachers and they will be trained on how to interpret the data.

## **Evaluation**

1. All students in grades three through five will increase their mathematics performance as evidenced by 50 percent of students scoring at level 3 or higher in the FCAT Mathematics Test.
2. Grade level bi-weekly assessments will demonstrate 80 percent mastery by all students.
3. Students will demonstrate 80 percent mastery as measured by Accelerated Math test performance.
4. Students will demonstrate 80 percent mastery as measured by Riverdeep test performance.
5. Students will demonstrate 80 percent mastery as measured by pre/post test.



## GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 3 STATEMENT:**

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

**Needs Assessment**

2005 FCAT Writing Test results were compared to 2004 FCAT Writing Test results. Seventeen percent of fourth grade students did not score a 3.5 or higher on the 2005 administration. The combined results of the narrative and expository prompt demonstrated a drop of .2 in the mean score. The narrative test showed a drop of .4 in the mean score.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 84 percent of the students reaching the state required mastery level of 3.5 or higher on the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Demings Model Plan- Do-Study Act (PDSA) for continuous improvement in writing achievement for all students.	Reading Coach/Administrators	8/8/2005	5/24/2006
Provide professional development for teachers in the instruction of writing, emphasizing organization, support, and focus to redirect instruction.	Reading Coach/Administrators	8/4/2005	5/24/2006
Provide parent workshops to support writing achievement of all students.	Reading Coach/Administrators	10/3/2005	5/24/2006
Administer district pre and post writing assessments to monitor progress of all students in writing.	Reading Coach/Administrators	8/8/2005	5/24/2006
Utilize writing prompts in all grade levels to ensure that students learn effective narrative and expository writing techniques.	Reading Coach/ Administrators	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Provide small group tutoring in writing for remediation and enrichment.	Reading Coach/Administrators	8/22/2005	5/24/2006

### Research-Based Programs

Broadmoor Elementary uses the Houghton-Mifflin Writing Workshop Component to guide instruction.

## **Professional Development**

1. Provide professional development activities for all instructional staff on the instruction of writing emphasizing organization, support, and focus.
2. Provide professional development for all instructional staff on the Houghton-Mifflin writing component (the Writing Workshop) to ensure all the stages of the writing process are taught.
3. Instructional staff will be taught how to disaggregate data from monthly writing prompts, pre and post district assessments in order to drive instruction and meet the needs of individual students.
4. Teachers will attend in-house workshops on effective narrative and expository writing techniques.

## **Evaluation**

1. District writing pre- and post-tests and monthly writing assessments will be used to monitor writing achievement.
2. Eighty-four percent of students will meet state standards in writing on the 2006 FCAT writing test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Students will be able to use the scientific method and will master grade level science benchmarks.

### ***Needs Assessment***

2005 FCAT Science Test results were compared to 2004 FCAT Science Test Results. The results demonstrated fifth grade students' scores decreased eight percent in Life/Environmental Content Strand. The mean scale score in science was 265. This is 21 points lower than the district's mean scale score.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the districts mean scale score of 286 on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Demings Model Plan- Do-Study Act (PDSA) for continuous improvement in science achievement for all students.	Science Facilitator/Administrators	8/8/2005	5/24/2006
Provide professional development for all instructional staff to increase the science achievement of all students.	Science Facilitator/Administrators	8/4/2005	5/24/2006
Implement a school-wide instructional focus calendar that ensures all science benchmarks are taught and tested.	Science Facilitator/Administrators	8/8/2005	5/24/2006
Provide remedial and enrichment and activities in science.	Science Facilitator/Administrators	8/8/2005	5/24/2006
Administer bi-weekly science assessments to monitor progress.	Science Facilitator/Administrators	8/8/2005	5/24/2006
Continue the use of the hands-on science lab for inquiry-based learning.	Science Facilitator/ Administrators	10/17/2005	5/24/2006
Schedule field trips to provide real world science experiences and application of science concepts.	Science Facilitator/Administrators	1/2/2006	5/24/2006

### Research-Based Programs

Broadmoor Elementary uses the McGraw-Hill science series.

### Professional Development

1. Teachers will attend in-house workshops on the use of hands-on activities (FOSS Kits and Carolina Biological Kits) in science and the FCAT science item specifications.
2. Assessment results will be shared with teachers and they will be trained on how to interpret the data.

## **Evaluation**

1. Fifth grade students will demonstrate a 10 or more mean scale score increase on the 2006 administration of the FCAT Science Test when compared to the 2005 FCAT Science Test results.
2. Grade level bi-weekly science assessments will demonstrate 80 percent mastery by all students.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Broadmoor Elementary aims to have all parents as active partners in their child's education.

### ***Needs Assessment***

All stakeholders participated in the needs assessment process. Data from the 2004 – 2005 Monthly Title I Parent Outreach reports indicates that 1,549 parents participated in school activities. However, the parent involvement level, specifically among our economically disadvantaged and African-American sub-groups, requires further focus. Well-planned parent and community partnerships are needed in order to maximize all stakeholders' efforts and increase participation.

## Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-logs for the 2004 – 2005 and 2005 – 2006 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/6/2005	8/6/2005
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	9/14/2005	9/21/2005
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	8/8/2005	8/26/2005
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	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Implement a mandatory parent report card pick-up for the first and third grading periods.	Administrators	10/19/2005	3/29/2006
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	8/8/2005	5/24/2006



## **Research-Based Programs**

Not Applicable

## **Professional Development**

Teachers will be trained on strategies to increase parent involvement.

## **Evaluation**

Parental and community involvement will show a five percentage point increase above the 2004-2005 level of participation as evidenced by:

- Workshops sign-in sheets
- School Activity/Parent meetings sign-in-sheets
- PTA memberships
- Parent volunteer hours
- Title I monthly reports.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 6 STATEMENT:***

Students will come to school on time every day.

### ***Needs Assessment***

The daily attendance bulletins from the 2004-2005 school year show that there were 1,988 tardies. There is a need for students to arrive on time to school in order to insure that they do not miss any valuable learning time.

## 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 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Contact parents of students with excessive tardies.	Counselor/Administrators	8/8/2005	5/24/2006
Provide incentives to classes with no tardies each week.	Administrators	8/8/2005	5/24/2006
Give certificates to students who have no tardies during the nine week grading period.	Counselor/Administrators	10/17/2005	5/24/2006
Provide teachers with strategies to decrease tardiness.	Counselor/Administrators	8/8/2005	5/24/2006
Monitor tardies on a monthly basis and meet with students who have excessive tardies.	Counselor/Administrators	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Counselor will train teachers on strategies to decrease tardiness of students.

## Evaluation

1. 2005 – 2006 daily attendance bulletins will show a five percent decrease in the numbers of tardies when compared to the daily attendance bulletins from the 2004 -2005 school year .
2. Monitor tardies on a monthly basis.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 7 STATEMENT:**

All students at Broadmoor Elementary will be computer literate and will be able to utilize technology not only to access information but also to assist them in improving their academic achievement.

**Needs Assessment**

Informal parent survey conducted by teachers indicate fifty percent of the students do not have access to computers at home. Therefore, these students and parents need to be provided with opportunities to use technology at school.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of technology with programs such as Riverdeep as evidenced by a 10 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use STAR Reading test each grading period to encourage the use of technology.	Technology Facilitator/Media Specialist	08/08/05	05/24/06
Utilize computer programs to improve reading comprehension skills i.e. Fast ForWord, Riverdeep, Accelerated Reader, FCAT Explorer, Brainchild, and Academy of Reading.	Technology Facilitator/Administrators	08/08/05	05/24/06
Utilize computer programs to improve mathematics achievement i.e. Riverdeep, Accelerated Math, FCAT Explorer, Brainchild, and Math Facts in a Flash.	Technology Facilitator	08/08/05	05/24/06
Provide professional development for instructional staff on the use of technology resources in the classroom.	Technology Facilitator	08/08/05	05/24/06
Provide computer training to parents of students participating in the Citibank Family Tech Program.	Technology Facilitator/Administrators	08/08/05	05/24/06
Utilize Leappad and Brainchild hand-held units to improve student achievement in reading and math.	Technology Facilitator/Administrators	08/08/05	05/24/06
Utilize Riverdeep, Edusoft, and Yearly Progress Pro Math to assess and monitor student achievement in reading and mathematics.	Technology Facilitator/Administrators	08/08/05	05/24/06

### Research-Based Programs

The school uses several research based programs to increase student achievement such as:

- . Fast ForWord
- Brainchild
- Academy of Reading
- Reading Plus

## **Professional Development**

1. Provide training for all staff on how to use technology programs to increase and monitor student achievement.
2. Provide training to staff on the use of data reports from the technology management systems to drive differentiated instruction.

## **Evaluation**

1. The increased usage of technology resources will be demonstrated by reports provided by the management systems of each program.
2. Student computer sign-in logs will show an increase in the use of technology.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 8 STATEMENT:***

All students at Broadmoor Elementary will be physically fit.

### ***Needs Assessment***

2004-2005 FITNESSGRAM results show that only 26% of students in second through fifth grade met high standards in running the one mile test.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades second through fifth will improve their running skills as evidenced by 29 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a Fitness Gram pre-test to determine baseline measures.	Administrators	08/08/05	08/31/05
Ensure that an appropriate amount of time is dedicated into fitness related activities on a daily basis.	Administrators	01/02/06	05/24/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	08/08/05	05/24/06
Provide professional development activities for staff members emphasizing the importance of physical fitness of students.	Administrators	08/08/05	05/24/06
Provide parent workshops informing parents of the importance of physical fitness of children.	Administrators	08/08/05	05/24/06

### Research-Based Programs

Not Applicable

### Professional Development

1. Provide professional development activities for staff members on the importance of physical fitness of students and activities that they can do with their students.
2. Physical education teachers will attend district physical education workshops scheduled throughout the year.

### Evaluation

Twenty-nine percent of students in grades second through five will meet high standard on the 2006 FITNESSGRAM test.



## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 9 STATEMENT:**

Broadmoor aims to have enough students identified as gifted in order to obtain a gifted unit and offer gifted courses at our school site.

**Needs Assessment**

Based on referral records from 2004-2005, six students were referred to be tested for the gifted program.

## Measurable Objective

Given emphasis on the benefits of participation in the advanced academics program, the number of students being referred to be tested for the gifted program will increase by 40% during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize assessment results from the Stanford Achievement Test, FCAT, and STAR test to identify possible gifted students.	Administration	08/08/05	05/24/06
Provide a professional development activity for teachers on how to identify gifted students.	Administration	08/08/05	05/24/06
Provide parents with information concerning the characteristics of gifted children.	Administration	08/08/05	05/24/06
Provide an academic excellence class after-school in an effort to develop students' critical thinking skills.	Administration	08/08/05	05/24/06
Provide a TEAM class in order to assist students in developing their higher order thinking skills.	Administration	08/08/05	05/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Provide a professional development activity for teachers on how to identify gifted students

## Evaluation

The number of students being referred to be tested for the gifted program will increase by 40% during the 2005-2006 school year as compared to the 2004-2005 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 10 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**

The most recent data supplied from the FLDOE indicate that in 2003, Broadmoor Elementary ranked at the 11th percentile.

## Measurable Objective

Broadmoor Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 16th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Administrators	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Administrators	08/08/05	05/24/06

### 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.

## *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 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 Educational Excellence School Advisory Council 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:***

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. Reading and mathematics continue to be critical areas in need of improvement. Writing test scores have been consistent and successful. 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*