
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Broadmoor Elementary School

Broadmoor Elementary School is located at 3401 N.W. 83rd Street in Miami-Dade County. It is a Title I school that serves 506 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. 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 increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 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 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, African-American students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the 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 of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to 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 2005 – 2006 and 2006 – 2007 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 2006-2007 school year as compared to the 2005-2006 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 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the Miami Dade County Public Schools' mandated FITNESSGRAM Standards, students in grades two through five will improve their running skills as evidenced by 29 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Broadmoor Elementary School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2004-2005 to the 13th percentile on the next publication of the index.

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.

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

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 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. In 1996, the school underwent extensive renovations and a state-of-the-art media center and music suite was 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 with a grade of "B" and serves 506 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student population consists of 192 African-Americans, 276 Hispanics, six multicultural students, and seven white students. Approximately 95 percent of students have been identified as economically disadvantaged and qualify for free or reduced lunch. The student body includes 302 standard curriculum students, 163 Limited English Proficient (LEP) students, and 41 Students with Disabilities (SWD). After fifth grade, the students leave Broadmoor to attend Madison Middle School for grades six through eight. Based on the 2005-2006 School Readiness Uniform Screening System (SRUSS) results 75 percent of the kindergarten children come to school ready to learn. The school's average attendance rate for 2005-2006 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 18.

Broadmoor Elementary School received the Golden School Award and the United Way for the 2005-2006 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

Leadership:

The Organizational Performance Improvement Snapshot survey category score of 4.4 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 4.2 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 4.4, 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 4.3 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.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot survey category score of 4.4 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.

Education Design:

Assessing the students' individual needs and teaching the required benchmarks drive Broadmoor Elementary's instruction. The school uses the Continuous Improvement Model(CIM) 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 Organizational Performance Improvement Snapshot survey category score 4.3, 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

• High Quality, Highly Qualified Teachers:

The administrators participate in teacher fairs and recruitments during the school year where they have a chance to meet and informally interview teachers. Broadmoor Elementary has a web-site to attract and persuade teachers to join our family. 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. Iliana Bravo - 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. For the 2005-2006 under her direction the school achieved a "B" as determined by the Florida Department of Education.

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 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 parental 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 two years. Mrs. Klein's degrees are a Bachelor of Science in Education, Masters Degree in Educational Leadership and certified in Elementary Education 1-6, Early Childhood, and Certified Principal.

Mrs. Bravo is a proud product of the Miami-Dade County Public Schools and a nineteen year veteran of the school system. Mrs. Bravo began her career in education as a part-time paraprofessional at North Hialeah Elementary while working towards her Associates in Arts Degree in education. She continued to pursue her career earning a Bachelor's in Primary and Elementary Education from Nova Southeastern University, while serving as a substitute. Upon her completion, Mrs. Bravo was hired at Hialeah Elementary School where she devoted seventeen years of service, fourteen of which were serving as a classroom teacher. In continuation to seek higher education, Mrs. Bravo received a Master's Degree from Barry University. While serving as a Pre-Kindergarten teacher she became well known in the Early Childhood Division at the district level for the quality of her program and the mentorship she provided for beginning teachers. As a teacher she held an array of leadership roles ranging from grade level chairperson, department chairperson, and tutorial coordinator to being the school's lead teacher. Mrs. Bravo was accepted

and participated in the first Educational Leadership Cohort sponsored by Miami-Dade County Public School/UTD/FIU where she earned her leadership certification from Florida International University.

As the school's lead teacher, Mrs. Bravo was an integral part of the administration team. In 2004 she was appointed to serve as the liaison for the Partnership for Advance School Success (PASS) program sponsored by the Council for Educational Change. This Program gave Mrs. Bravo the exposure and recognition among well respected officials from regional, district and governmental personnel such as Governor Jeb Bush when he visited the school for the PASS Kick-off celebration. During her tenure at Hialeah Elementary School Mrs. Bravo earned the respect and admiration of her colleagues through her effortless commitment in working collaboratively with school stakeholders in raising student achievement at the school site which resulted in the school moving from a D grade in 2003 to a B in 2005.

In lieu of these accomplishments, Mrs. Bravo was appointed as a temporary Assistant Principal at South Hialeah Elementary School and Van E. Blanton Elementary School prior to being assigned to Henry E. S. Reeves in 2005-2006. During her time at Reeves the school went from a C to a B. Presently Mrs. Bravo is working at Broadmoor Elementary and is eagerly excited to work along side the staff in ensuring that all students is delivered with the best education possible.

• Teacher Mentoring:

All teachers new to the profession and Broadmoor Elementary will be involved in the Beginning Teacher Orientation 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 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 involved 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 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, the purchase of books that support the Accelerated Reader Program, and teaching aides to develop an instructional focus. 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 (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 with 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 all 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 achieve 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 2005-2006 at a neighboring school. There is an Early Bird Book Club that meets twice a month before school. The school also has a Teaching Enrichment Activities to Minorities (TEAM) program for the second and third Grade. 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 is using the Continuous Improvement Model (CIM). The CIM will involve an eight-step instructional process. The cycle is a continuous improvement teaching/learning cycle. The cycle is as follows: 1. Disaggregate test data. 2. Develop an instructional timeline. 3. Deliver the instructional focus. 4. Administer frequent assessments. 5. Use tutorials to re-teach non-mastered target areas. 6. Provide enrichment opportunities for mastery students. 7. Reinforce learning through maintenance. 8. Monitor progress. The Assistant Principal supervises the during and after school tutorial for students. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star, and bi-weekly assessments are administered to obtain data to make decisions about the needs of students. Results will be discussed in classrooms with students and by teachers in department grade level meetings. All tests results will be shared with students and "test talks" with teachers. During school a paraprofessional works with tier two and three Third grade students using Voyager. After school Summer Success is used for remediation. After school Math Club Achievers is used for remediation. The school master schedule is developed to allow for a continuous block of time for grade levels to meet weekly to facilitate common planning. The Reading Leader and Grade Level Chairs have met and discussed the following literature given by the district: *Locating and Correcting Reading Difficulties* by James L. Shanker, and Eldon E. Ejwakk; *Make It Real* by Linda Hoyt. Teachers will also be given a list of sites of Best Practices for At-Risk Students to review and utilize. 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 8-Step Cycle keeps the focus of the instructional program on the skills that the students need based on the assessments. Most teachers are trained in *Creating Independence through Student-owned Strategies (CRISS)*, 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 ensure 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

Based on disaggregated data from the 2006 FCAT Reading Assessment, 49 percent of students in grades three, four, and five scored at Level 3 or above in reading. Third grade earned 4 mean points in words/phrases, 12 mean points in main idea/purpose, 6 mean points in comparisons, and 2 mean points 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 4 mean points in words/phrases, 12 mean points in main idea/purpose, 9 mean points in comparisons, and 2 mean points in reference/research. Fifth grade earned 4 mean points in words/phrases, 10 mean points in main idea/purpose, 9 mean points in comparisons, and 3 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 lowest in Reference/Research for both grade levels. According to the disaggregated data, the areas of greatest instructional need are Main Idea/Author's Purpose and Reference/Research. To provide assistance to students in grades three through five in the areas of Main Idea/Author's Purpose, and Reference/Research, the Reading Plus program will be implemented. Teachers will improve reference and research skills by providing in-depth instruction. Interim Assessment will monitor progress.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent workshops to support reading achievement of all students including those in the lowest 25%.	Reading Coach/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) for continuous improvement in reading for all students including those in the lowest 25%.	Reading Coach/Administrators	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Implement a school-wide instructional focus calendar that ensures all reading benchmarks are taught and tested.	Reading Coach/Administrators	08/14/06	06/01/07	District-wide literacy plan	\$0.00
Provide enrichment activities in reading before, during, after-school and during Saturday school.	Reading Coach/Administrators	08/14/06	06/01/07	District-wide literacy plan	\$0.00
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	08/14/06	06/01/07	District Strategic Plan	\$2000.00
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	08/14/06	06/01/07	District-wide literacy plan	\$3000.00
Implement Reading Plus, a research and web based reading skills program.	Technology Facilitator	8/14/06	06/01/07	District Strategic Plan	\$9000.00
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	08/14/06	06/01/07	District-wide literacy plan	\$5000.00

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

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.

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.

Evaluation

Summative assessment will be the 2006-2007 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 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 will demonstrate increased performance in mathematics.

Needs Assessment

Based on disaggregated data from the 2006 FCAT Mathematics Assessment, 56 percent of students in grades three, four, and five scored at Level 3 or above in mathematics. Third grade earned 6 mean points in number sense, 4 mean points in measurement, 4 mean points in Geometry, 4 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 and Measurement. Fourth grade earned 6 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. Fifth grade earned 6 mean points in number sense, 5 mean points in measurement, 7 mean points in Geometry, 5 mean points in algebraic thinking, and 6 mean points in data analysis. Fourth grade students performed just below the district and state average in Algebraic Thinking and fifth grade students performed just below the district and state average in Measurement. The mean points were lowest in Number Sense and Measurement in grade three and Measurement for grade five. According to the disaggregated data, the areas of greatest instructional need are Algebraic Thinking, Measurement, and Number Sense. To ensure students are proficient in the areas of Algebraic Thinking, Measurement, and 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	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model(CIM) for continuous improvement in mathematics for all students including those in the lowest 25%.	Math Facilitator/Administrators	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Provide parent workshops to support mathematics achievement of all students.	Math Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Implement a school-wide instructional focus calendar that ensures all math benchmarks are taught prior to January and tested.	Math Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide professional development activities to all instructional staff to promote student achievement that includes information about successful research-based mathematics instructional strategies such as Foresman-Addison-Wesley Mathematics.	Math Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$2000.00
Provide remedial activities in mathematics during and after-school and during Saturday school.	Math Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$2000.00
Administer Interim Assessments, Accelerated Math Assessments, and bi-weekly mathematics assessments to monitor progress of all students including the lowest 25%..	Math Facilitator/Administrators	08/14/06	06/01/07	District-wide literacy plan	\$5000.00
Maintain the Accelerated Math program in grades second through fifth to enhance mathematics skills.	Math Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$500.00

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 Foresman-Addison-Wesley Mathematics, Voyager Math, Accelerated Math, FCAT Achiever, Math Facts in a Flash, and Success Net-Addison Wesley

Professional Development

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 2006-2007 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 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.

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

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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 3 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 2006 FCAT Writing Assessment, 79 percent of the students scored 3.5 or higher on Narrative and Expository scores combined. Eighty-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 Narrative Writing. Writing prompts will be used in all grade levels to ensure students are proficient in Narrative writing.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, African-American students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize writing prompts in all grade levels to ensure that students learn effective narrative and expository writing techniques.	Reading Coach/ Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model(CIM) for continuous improvement in writing achievement for all students including the African-American, Hispanic, and the Economically Disadvantaged. .	Reading Coach/Administrators	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Administer district pre and post writing assessments to monitor progress and tailor instruction of all students including the African-American, Hispanic, and the Economically Disadvantaged in writing.	Reading Coach/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide small group tutoring in writing for remediation and enrichment for all students including the African-American, Hispanic, and the Economically Disadvantaged.	Reading Coach/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide professional development for teachers in the instruction of writing for all students including the African-American, Hispanic, and the Economically Disadvantaged emphasizing organization,	Reading Coach/Administrators	08/14/06	06/01/07	District Strategic Plan	\$1000.00

support, and focus to redirect instruction.					
Provide parent workshops to support writing achievement of all students including the African-American, Hispanic, and the Economically Disadvantaged.	Reading Coach/Administrators	08/14/06	06/01/07	District Strategic Plan	\$100.00
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	08/14/06	06/01/07	District Strategic Plan	\$800.00

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, Voyager

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 post-test, and monthly writing assessments will be used to monitor the writing objective.

2006-2007 FCAT Writing+ subtest.

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.)

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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"/>

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:

Increase the scientific knowledge of all students.

Needs Assessment

2005-2006 FCAT Science Test results were compared to 2004-2005 FCAT Science Test Results. The results demonstrated fifth grade students' scores decreased eight percent in the Life/Environmental Content Strand. The mean scale score in science was 265. This is 21 points lower than the district's mean scale score. Thirty-two percent of students scored at level 1, 49 percent scored at level 2, and 19 percent scored 3 or above. Fifth grade earned 6 mean points in Physical and Chemical Sciences, 6 mean points in Earth and Space Sciences, 6 mean points in Life and Environmental Sciences, and 6 mean points in Scientific Thinking. To provide assistance to students in grade five in the area of Life/Environmental Science, teachers will provide opportunities for students in exploring science curricula by incorporating hand-on activities and experiments in Science lessons.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide instructional focus calendar that ensures all science benchmarks are taught and tested.	Science Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide remedial and enrichment and activities in science.	Science Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Administer bi-weekly science assessments to monitor progress.	Science Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Schedule field trips to provide real world science experiences and application of science concepts.	Science Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model(CIM) for continuous improvement in science achievement for all students.	Science Facilitator/Administrators	08/14/06	06/01/07	Continuous Improvement Model	\$0.00
Provide professional development for all instructional staff to increase the science achievement of all students.	Science Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$2000.00
Continue the use of the hands-on science lab for inquiry-based learning.	Science Facilitator/ Administrators	08/14/06	06/01/07	District Strategic Plan	\$10000.00

Research-Based Programs

Based 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:

McGraw-Hill Science Series; Full Option Science System (FOSS) Kits, Carolina Biological Kits, and the P-SELL Grant for Third Grade.

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

Continuous Improvement Model (CIM) to redirect instructional focus.

District provided assessments and FCAT Science Coach pre and post-tests will be used to analyze progress and redirect instruction for reinforcement and/or enrichment.

Administer unit tests to determine proficiency.

Attendance logs will show parents 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 40 or more mean scale score increase on the administration of the 2007 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.

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.)

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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 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 2005-2006 Monthly Title I Parent Outreach reports indicate that 1,805 parents participated in school activities.

Based on this data and past surveys of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs in an effort to increase student achievement among all students and subgroups. Workshops will be provided to parents to assist them with the educational, social, and emotional development of their children.

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 2005 – 2006 and 2006 – 2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	09/14/06	09/21/06	District Strategic Plan	\$0.00
Implement a mandatory parent report card pick-up for the first and third grading periods.	Administrators	10/19/06	03/29/07	District Strategic Plan	\$0.00
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	08/14/06	06/01/07	District Strategic Plan	\$0.00
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	08/14/06	06/01/07	District Strategic Plan	\$0.00
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	08/14/06	06/01/07	District Strategic Plan	\$0.00
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	08/14/06	05/24/07	District Strategic Plan	\$500.00
Maintain a Parent Resource Center with materials parents can utilize at home to assist with student achievement specifically in the areas of reading, writing,	Community Involvement Specialist	08/14/06	06/01/07	District Strategic Plan	\$2000.00

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 Standards.

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
- Attendance logs
- 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

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

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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 2005-2006 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. Data will be analyzed and used to monitor student tardiness. Parents of students who have excessive tardies, will be contacted.

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 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor tardies on a monthly basis and meet with students who have excessive tardies.	Counselor/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Give certificates to students who have no tardies during the nine week grading period.	Counselor/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide incentives to classes with no tardies each week.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Contact parents of students with excessive tardies.	Counselor/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide teachers with strategies to decrease tardiness.	Counselor/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

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

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.

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.)

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 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Informal parent survey conducted by teachers indicates fifty percent of the students do not have access to computers at home. Therefore, students and parents need to be provided with opportunities to use technology at school. Technology programs will be used in classrooms to improve student achievement. Computer training will be provided to parents.

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 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use STAR Reading test each grading period to encourage the use of technology.	Technology Facilitator/Media Specialist	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize Riverdeep, Edusoft, and Yearly Progress Pro Math to assess and monitor student achievement in reading and mathematics.	Technology Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide computer training to parents of students participating in the Citibank Family Tech Program.	Technology Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize Leappad and Brainchild hand-held units to improve student achievement in reading and math.	Technology Facilitator/Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide professional development for instructional staff on the use of technology resources in the classroom.	Technology Facilitator	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize computer programs to improve mathematics achievement i.e. Riverdeep, Accelerated Math, FCAT Explorer, Brainchild, and Math Facts in a Flash.	Technology Facilitator	08/14/06	06/01/07	District Strategic Plan	\$0.00
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	08/14/06	06/01/07	District Strategic Plan	\$0.00

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

Provide training for all staff on how to use technology programs to increase and monitor student achievement.

Provide training to staff on the use of data reports from the technology management systems to drive differentiated instruction.

Evaluation

The increased usage of technology resources will be demonstrated by reports provided by the management systems of each program.

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.)

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 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:

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

Needs Assessment

2006-2007 FITNESSGRAM results show that only 22 percent of students in second through fifth grade met high standards in running the one mile test. Time will be dedicated to fitness related activities daily. Parent workshops will be held to promote physical fitness of students.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools' mandated FITNESSGRAM Standards, students in grades two through five will improve their running skills as evidenced by 29 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a Fitness Gram pre-test to determine baseline measures.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide parent workshops informing parents of the importance of physical fitness of children.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide professional development activities for staff members emphasizing the importance of physical fitness of students.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of time is dedicated into fitness related activities on a daily basis.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	08/14/06	06/01/07	District Strategic Plan	\$0.00

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 teachers will attend district physical education workshops scheduled throughout the year.

Evaluation

The formative effectiveness of the strategies will be evaluated using pre and posttest data on the FITNESSGRAM Test. The total number of students meeting the Healthy Fitness standards on the FITNESSGRAM Test will serve as the summative measure of progress.

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.)

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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 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 the number of referrals for gifted students, the number of students referred by teachers will increase by 5 percent on the 2006-2007 school year as compared to the 2005-2006 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a professional development activity for teachers on how to identify gifted students.	Administration	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide parents with information concerning the characteristics of gifted children.	Administration	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize assessment results from the Stanford Achievement Test, FCAT, and STAR test to identify possible gifted students.	Administration	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide a TEAM class in order to assist students in developing their higher order thinking skills.	Administration	08/14/06	06/01/07	Academic Teams	\$0.00

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 5 percent during the 2006-2007 school year as compared to the 2005-2006 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.)

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<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

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 will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2004-2005 to the 13th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/06	06/01/07	Continuous Improvement Model	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	8/14/2006	06/01/07	Continuous Improvement Model	\$0.00
Identify lowest quartile students early and provide additional assistance.	Administration	8/14/2006	06/01/07	Continuous Improvement Model	\$0.00
Use purchased programs effectively and increase student participation.	Science Facilitator/classroom teachers	8/14/2006	06/01/07	Continuous Improvement Model	\$0.00
Purchase resource-based materials and utilize the district warehouse for materials/supplies.	Administration	8/14/2006	6/1/07	Continuous Improvement Model	\$0.00
Strategies to lower the cost per weighted fulltime equivalent student: Reallocate school resources to better implement teaching learning and class-size mandates.	Administration	8/14/2006	6/01/07	Continuous Improvement Model	\$0.00

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"/>	<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>

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. 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
Goal 1: Reading	\$19,000.00
Goal 2: Mathematics	\$9,500.00
Goal 3: Writing	\$1,900.00
Goal 4: Science	\$12,000.00
Goal 5: Parental Involvement	\$2,500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$44,900.00

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:

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