

Broward County Public Schools

Tedder Elementary School



2016-17 Schoolwide Improvement Plan

Tedder Elementary School

4157 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tedder Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Tedder Elementary School is a diverse community of students, parents, faculty, and staff committed to academic excellence for all in a safe and positive environment.

b. Provide the school's vision statement.

Tedder Elementary School committed to educational excellence for all.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our focus as a school this year is to continue to build optimal internal and external relationships through high expectations and culture of caring and support. Throughout the school year, Tedder's teachers will promote and visually demonstrate high expectations for all students in all classrooms. Tedder Elementary will host monthly parent/student engagement seminars. Throughout the school year, teachers will participate in on-going conversations during Professional Learning Communities (PLCs), Common Planning, and Leadership Team Meetings that will include understanding differences and reinforcing our work to build positive relationships between teachers and students. In addition, teachers will incorporate social emotional learning activities as a part of their daily lessons.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The staff at Tedder Elementary create and approve a School Wide Positive Behavior Plan for the 2016-2017 school year to ensure the safety of all. This includes the utilization of CHAMPS school-wide. In addition, all teachers have been charged with the 'Power 3' to communicate and uphold a school community that prides itself on respecting individual differences and student achievements by setting high expectations, providing immediate, specific feedback to students and parents, and providing opportunities for students to participate in rich classroom discussions where their opinions are valued and encouraged.

After school we host an After School Care Program that runs from 3:15PM-6:30PM. They plan a variety of activities that include character building education.

Our before and after behavioral expectations are communicated to all students and their families. Our part time school resource officer also communicates safe practices for before and after school to families and students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each teacher is required to proactively teach procedures for their classroom. The District's Student Code and Conduct is also reviewed with each student and parent signatures are obtained. All teachers are currently receiving ongoing CHAMPS training. All classrooms, common areas, and hallways display the CHAMPS expectations for student behavior. Administration reviewed the school

wide behavior plan during the week of pre-planning to ensure all staff members are aware of school expectations prior to the start of the school year. All Support Staff team members have been assigned two days where they are 'on call' to immediately respond to any disciplinary incidents that may occur. All Support Staff members have been trained in how to document such calls to ensure the system is fairly and consistently enforced. Administration will also conduct periodic classroom walkthroughs to ensure CHAMPS is also being fairly and consistently enforced by all classroom teachers. Positive Behavior Assemblies are conducted the second week of school for all students. These assemblies outline positive behavioral expectations and safety guidelines for all.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Tedder Elementary's Guidance Counselor provides small group counseling to retained third grades as part of the Student Success Skills Group. Our Guidance Counselor also refers families to outside agencies/resources for counseling services and support. We also have a Counselor through Parent Information and Resource Center (PIRC) twice a week providing counseling to select students. Our Guidance Counselor also provides preventative classroom guidance focusing on character building and social skills as part of the Tedder's Guidelines for Success. Our school resource officer provides additional preventative classroom presentations with fourth and fifth grade classes. Tedder Elementary has multi-layered mentoring program which includes Staff to Student mentoring, Peer Mentoring, and community mentor program. We target at risk students to participate in this program throughout the school year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

N/A

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306266>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Partner in Education Liaison seeks out new partnerships for our school. Tedder Elementary has a partnership with After School Program (ASP) which provides student and staff incentives. Teen Trend Setters Reading program is hosted by Deerfield Beach High School and supports 25 first grade students weekly. We utilize a Reading Oasis Room that was established with three other partners: Broward Sheriff's Office, City of Deerfield Beach, and Scholastic Book Fairs Inc. Tedder Elementary is partners with local church groups to secure mentors, provide supplies and clothes and build relationships between the school and our families.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fishlock, Marisa	Principal
Coachman-Beavers, Shinita	Assistant Principal
Sarrasin, Jacqueline	Teacher, K-12
Phillips, Kate	Instructional Coach
Napoleon, Althacha	Instructional Coach
Forde, Giselle	Instructional Coach
Klein, Ellen	Teacher, K-12
Jones, Ebony	School Counselor
Sears, Jasmin	Other
Thompson, Selena	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The function and responsibility of the Leadership team is to progress monitor student achievement data, curriculum, enrichment and tier 2 and 3 groups. The Leadership team also reviews the SIP and monitors and supports its action steps and progress. Coaching, modeling and professional development is also provided as necessary.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Rtl Team reorganizes our resources to provide support to the teacher(s) to increase student achievement. Rtl is a process including the provision of systematic, research-based instruction and interventions for struggling learners. Rtl intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The role of the school-based Rtl Team is to meet on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. The Rtl Coordinator will coordinate the meetings and ensure fidelity of implementation. The team will collaborate on students as they move through a tiered system. At the first tier, teachers will present their students' cases, behavioral or academic, at their weekly team meetings with the intent of collaborating on interventions for student success. The teacher(s) will document the progress of the intervention. If the interventions do not lead to success after ample time, the student moves to the next tier. At Tier 2, the teacher(s) will present his/her student case along with the documented interventions to the Rtl team. At this meeting, the team will assist with providing research-based interventions and/or support. Teachers will keep anecdotal records on the student and quantitative data will be collected to document the intervention implementation. The Rtl Coordinator will schedule a follow up meeting in six weeks. During the six weeks, a team appointed designee will follow up with the student's progress. At the six-week meeting, the Rtl Team will review the data and anecdotal to determine the next step. Depending upon the data situation, additional interventions and support can be suggested or the student can move to Tier 3. At Tier 3, the process is intensified. A determination will be made to move forward with further evaluation, refer to the CORE behavioral team, or to repeat a cycle of assistance and further interventions.

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Title I funds are used for teacher salaries, professional development opportunities, and parent involvement in an effort to raise the achievement of students who are failing to meet the challenging state standards.

Title I, Part C- Migrant

Services are offered by the school to assist children and their families identified as migrants. Academic support and social services are provided to the identified students. Referrals are made as needed to provide families with community resources and services such as clothing, eyeglasses, food and health care.

Title III

Tedder Elementary has one full time ELL Resource teacher supplement classroom instructional strategies. The ELL Resource teacher will provide intensive remediation in small group settings as well as coaching sheltered classroom teachers. In addition, she is responsible for maintaining ELL folders and administering ELL tests required by state and/or federal government. Tedder Elementary receives supplemental reading materials from the District's Multicultural Department.

Supplemental Academic Instruction (SAI)

Identified students will receive additional services including but not limited to push in/pull out small groups. These groups will be skilled specific to provide intensive remediation. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs

Tedder builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. All teachers and staff members received training on the Anti-Bully policy. A behavior committee will revise Tedder Elementary's discipline plan, as needed, to include CHAMPS for common areas. All teachers will implement CHAMPS and develop and maintain a positive classroom management plan. In addition, the Jim Moran Foundation has provided Tedder Elementary with a part-time School Resource Officer (SRO). The SRO will be utilized as a proactive measure to educate students on Gang Resistance and Drug Education as well as assist in providing a safe and secure learning environment.

Nutrition Programs

Tedder Elementary will participate in the Fresh Vegetables and Fruit Program/grant. All students will be provided with a fresh vegetable or fruit as a snack in the afternoon three times per week. This will expose our students to fruits and vegetables they may not be familiar with, allowing them to learn about various produce as well as gaining the benefits of the vitamins and nutrients these foods provide. Tedder Elementary will be participating in the Healthy Schools Alliance Program. The Healthy Schools Program will focus on assisting schools in developing a wellness council that can support the implementation of the wellness policy during the school year. Our Tedder Wellness Committee plans several activities throughout the year for students to participate in to increase their knowledge of healthy living.

Head Start

Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. Tedder currently enrolls 3-year and 4-year olds in their Head Start program.

Career and Technical Education

All fifth grade students will participate in the Junior Achievement curriculum which is a 20-hour economic curriculum focused on career opportunities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marisa Fishlock	Principal
Deborah Ryan-DeGray	Teacher
Jacqueline Sarrasin	Teacher
	Student
Kate Phillips	Teacher
Irvon Plummer	Business/Community
Guilande Legiste	Teacher
Amanda Torres	Teacher
Selena Thompson	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee reviews last year's School Improvement Plan to determine if goals were met. They use the 8 Step Problem Solving Process and Florida's Continuous Improvement Model to develop the 2016-2017 School Improvement Plan. The results of this year's plan was a collaboration between staff, parents, and community stakeholders.

b. Development of this school improvement plan

The SAC committee collaborates with school staff, parents, and community members to develop the school improvement plan and monitor its progress throughout the year. The SAC Chair facilitated conversations with each grade level team, and the SAC Committee members worked through the 8 Step Problem Solving Process to identify specific goals, barriers, and action steps to develop the 2016-17 School Improvement Plan. All school achievement data was provided to all stakeholders to assist in determining areas of weakness.

c. Preparation of the school's annual budget and plan

The school's annual budget is developed based on the needs of the school. All resources and materials align with the School Improvement Plan and the goals for the 2016-17 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Proposals for the use of School Accountability funds will be brought forward to the SAC committee throughout the school year for their vote. Proposed uses include technology and student supplemental math and reading materials for tutoring.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. *If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fishlock, Marisa	Principal
Talbot-Klitz, Leslie	Teacher, K-12
Sarrasin, Jacqueline	Teacher, K-12
Thompson, Selena	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives of the LLT for the 2016-17 school year include:

- Participate and facilitate literacy focused Professional Learning Community meetings throughout the school year.
- PLC topics to include tier 2 reading instruction (LLI) and the use of reading running records (BAS).
- Create, share, and implement activities that promote literacy, including the Reading Oasis Room, Book Buddies, Academic Word Walls, and Vocabulary Word of Day.
- Participate in ongoing literacy dialogue with peers focusing on increasing student engagement during reading, increasing opportunities for students to engage in collaborative structures and build language skills, and increasing student use of academic and domain-specific vocabulary terms when reading, writing, listening and speaking.
- Tedder Elementary will participate in the Read for the Record for the 2016-17 school year involving all students in Kindergarten and First Grade.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Weekly Collaborative Planning for all grade level teams occur each Thursday from 3:30-4:15PM. Team Leaders are in-serviced on how to conduct collaborative sessions. During this time teachers develop lesson plans for each subject area, share best practices and gather resources for instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

When a position becomes available, Tedder Elementary follows Broward County procedures and contractual policies pertaining to hiring qualified staff. Interviews teams consisting of the Principal, Assistant Principal and Leadership Team members are developed to hire the most qualified candidate. The Principal checks references and certification qualifications of all candidates. Maintaining the Tedder Elementary website is a strategy used to recruit new teachers. Weekly team meetings provide support to Tedder's faculty. Support staff members are assigned to faculty as a resource. Mentoring and coaching programs such as the Teacher

Incentive Fund (TIF) and Teacher Induction for Effectiveness and Retention (T.I.E.R.) support new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Each new teacher to Broward County Schools is assigned a T.I.E.R. Mentor. This person serves as a mentor to the teacher. Teachers are paired up based on previous experience with grade level curriculum. T.I.E.R. mentors and mentees meet weekly. The T.I.E.R. Liaison meets monthly with all mentees and mentors.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Tedder Elementary teachers use CPalms and the deconstructed standards from the FLDOE. Teacher use formative assessments to determine proficiency. All teachers have the Florida Standards for each subject they teach and are using them during lesson planning. A school-wide instructional focus calendar has been developed for all subjects for all grade levels.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Each grade level is following an Instructional Focus Calendar that aligns directly to the Florida Standards. Each grade level has time built into the calendar for assessing, reteaching, and reassessing each standard to meet the needs of all students. Tedder Elementary School also has an extended day where one hour of the day is built into the school's schedule specifically to address the needs of all students in reading. This time frame is used to enrich, enhance, or remediate student learning to meet diverse needs of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

One hour has been added to each school day for all students to focus on reading. During the extended hour of reading, students are provided targeted instruction specific to reading skill deficits (phonological awareness, phonics, fluency, vocabulary, comprehension). Classroom teachers are also utilizing the extended hour to provide quality Tier II instruction to the students that most need additional support.

Strategy Rationale

To provide more instructional time in reading to all students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Phillips, Kate, kate.phillips@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, running records, Phonics Inventory, and Phonological Awareness Inventory.

Strategy: Extended School Day

Minutes added to school year: 4

Many students take advantage of arriving to school early to participate in a computer-based instruction for reading and mathematics. Students arriving on campus early each day are provided the opportunity to work on activities through iStation.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The program iStation is a computer-based program that collects data as the students are engaged in assigned activities. The automatic data collection allows for frequent progress monitoring to determine the appropriateness of student usage and engagement. Overall student progress and effectiveness of extended learning strategy is determined through FAIR.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Pre-School Program at Tedder Elementary is designed to transition pre-school children to local elementary school programs. Our pre-school teachers incorporate the curricular facets of Kindergarten with many early childhood activities. It is through the pre-school program that many students advance to the upper level Kindergarten classes. Our teachers incorporate teaching strategies in a myriad of unique ways including the use of technology and field trips. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, and cultural background. Each year Kindergarten round-up is held to assist parents and their children transition to Tedder Elementary. The community is notified via newsletter, parent links and school website. Kindergarten teachers give parents an orientation on a typical kindergarten day, a tour of classrooms in session, and suggest ways to help them ready their child for kindergarten.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize high quality instructional strategies that ensure achievement of learning expectations then our overall reading proficiency levels will increase in all subjects areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers utilize high quality instructional strategies that ensure achievement of learning expectations then our overall reading proficiency levels will increase in all subjects areas. 1a

G084547

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	46.0
FSA ELA Achievement	40.0
FSA Mathematics Achievement	46.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support in facilitating the core instruction in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Benchmark Assessment System (BAS)
- TIF (Teacher Incentive Fund) and Title I funding
- Mentoring/Coaching
- Instructional Coaches
- Weekly Professional Learning Communities
- Collaborative lesson planning
- Master schedule redesign
- New leveled book room accessible to all teachers
- Leveled Literacy Intervention Program materials

Plan to Monitor Progress Toward G1. 8

Data collected from various assessments and stored in School City and iObservation reports will be monitored and analyzed to determine if student achievement is increasing. District Benchmark Assessment, Writing data, standards based assessments, BAS, and IReady reports.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

District Assessments, Common School wide Assessment, Teachers instructional practice scores

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize high quality instructional strategies that ensure achievement of learning expectations then our overall reading proficiency levels will increase in all subjects areas. 1

G084547

G1.B4 Teachers need support in facilitating the core instruction in all content areas. 2

B224667

G1.B4.S1 On going cycle of professional development to teacher practice. 4

S237071

Strategy Rationale

Through coaching cycles, mentoring, PLCs, professional development, curriculum resources, and effective feedback will be utilized to improve teacher practice.

Action Step 1 5

New instructional staff will participate in Leveled Literacy Training by September 30, 2016.

Person Responsible

Marisa Fishlock

Schedule

Weekly, from 8/8/2016 to 9/30/2016

Evidence of Completion

Principal will monitor sign-in sheets that indicate participation in Level Literacy Intervention Program Training.

Action Step 2 5

Master Schedule to be revised to ensure all students are participating in an extended hour of reading from 8:25-9:25AM daily.

Person Responsible

Shinita Coachman-Beavers

Schedule

On 8/19/2016

Evidence of Completion

Master Schedule showing the extended hour of reading for classrooms from 8:25-9:25AM.

Action Step 3 5

Teachers will participate in professional development on Benchmark Assessment System.

Person Responsible

Marisa Fishlock

Schedule

On 8/10/2016

Evidence of Completion

Sign-in sheets to record teacher attendance. Lesson plans and walk-throughs observation.

Action Step 4 5

Teachers participate in data analysis of their 2015-2016 student data and through collaboration created an instructional focus calendar for each subject

Person Responsible

Marisa Fishlock

Schedule

On 8/19/2016

Evidence of Completion

Through team planning and data analysis Instructional Focus calendars were created for each subject.

Action Step 5 5

Professional Learning Communities will be established and all classroom teachers will participate weekly.

Person Responsible

Selena Thompson

Schedule

Weekly, from 10/11/2016 to 5/16/2017

Evidence of Completion

All participants will register for the yearlong PLC via My Learning Plan. Weekly agenda and minutes will be submitted to the PLC Facilitator and Administration.

Action Step 6 5

Collaborative grade level planning will occur each week.

Person Responsible

Marisa Fishlock

Schedule

Weekly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Completed and appropriate lesson plans for all teachers. Sign in sheets for weekly planning sessions. Administration walk-throughs.

Action Step 7 5

On going coaching will occur with all first year teachers and teachers new to Tedder Elementary through a mentoring programs: TIER Induction Coaches, Teacher Incentive Fund. Our content specific coaches will coach all teachers as necessary

Person Responsible

Marisa Fishlock

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

All mentors must keep weekly logs and artifacts from their mentoring sessions. Each mentor is required to meet weekly with their mentee.

Action Step 8 5

Teachers will be provided explicit feedback by administration on their instructional practices and student data.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Monthly teacher observations and feedback will be recorded in iObservation. One-on-one teacher/Administrator conferences will be held with every teacher in October. Conferences will be logged into iObservation.

Action Step 9 5

On going data analysis using the Benchmark Assessment System and Common School-Wide Assessment results.

Person Responsible

Selena Thompson

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

School City, a web based Learning Management System, will be utilized to develop common assessments and will be utilized for data storage. Quarterly Benchmark Assessment results will be recorded and graphed for all classes. Monthly Leadership Team Meetings and one on one data chat sessions will be held to analysis and discuss data and corrective action.

Action Step 10 5

All grade 4 and 5 teachers will participate in Novel Study and Grammar PD in order to incorporate these strategy into their extended reading hour.

Person Responsible

Marisa Fishlock

Schedule

On 8/30/2016

Evidence of Completion

Attendance sign in sheet and classroom walkthroughs.

Action Step 11 5

Utilize the services of Write Score to score and provide feedback for all students on four writing prompts.

Person Responsible

Marisa Fishlock

Schedule

Every 2 Months, from 8/30/2016 to 2/7/2017

Evidence of Completion

Ensure prompts are given in August, October, November and January to all grade 3-5 students-Assessment Calendar developed. Write Score will be utilized for pre and post writing assessments for grades 3-5 for informative and opinion. Write Score will grade and provide feedback to students and teachers for each assessment. Teacher /student conferences are scheduled to provide feedback from writing prompts.

Action Step 12 5

Departmentalization in Grades 4 and 5 to provide more targeted and rigorous instruction.

Person Responsible

Marisa Fishlock

Schedule

On 6/8/2017

Evidence of Completion

Classroom walk throughs and evidence of lesson plans.

Action Step 13 5

Teachers identified will attend District professional development on small guided reading groups, balanced literacy, and writing.

Person Responsible

Marisa Fishlock

Schedule

On 12/23/2016

Evidence of Completion

Administrative walk-throughs showing improved practices and follow-up from PD.

Action Step 14 5

District Literacy Professional Learning Community

Person Responsible

Tomeka Miller

Schedule

On 3/9/2017

Evidence of Completion

Teacher leader from grade 2 and 3 will participate in District PLCs. The PLC topics will be Interdisciplinary instruction, planning for tier 1 literacy instruction, authentic student work, and performance tasks. Teachers will attend the PD and bring back the information to the school in our PLCs.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will gather all sign in sheets for all Level Literacy Intervention trainings to ensure all instructional staff have participated in the training.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 8/15/2016 to 12/23/2016

Evidence of Completion

Sign in sheets from school based training and summer District training

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will conduct ongoing observation of teacher practice and provide explicit feedback for improvement.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation and instructional practice scores will be monitored. Teachers needing additional support will be sent to appropriate professional development and coaching.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Literacy Coach and District Literacy Coaches will conduct walk-throughs and provide explicit feedback to teachers on their practice.

Person Responsible

Kate Phillips

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Walk-through logs and feedback forms will be used to monitor frequency and areas needing improvement.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will utilize SchoolCity to formulate common assessments and track data student by student

Person Responsible

Marisa Fishlock

Schedule

On 6/8/2017

Evidence of Completion

Data from common assessments will be used to determine if growth and mastery of the standard has been achieved.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

School wide Assessment Calendar for ELA, Science, and Math is utilized to ensure frequent progress monitoring of student outcomes.

Person Responsible

Kate Phillips

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

School wide assessment calendar that is housed digitally for all staff.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Collaborative data analysis will occur during School-based leadership Team meetings, PLCs, collaborative planning and individual teacher data chats. Use of SchoolCity to track and collect standards based data

Person Responsible

Marisa Fishlock

Schedule

Biweekly, from 8/29/2016 to 6/8/2017









Evidence of Completion

Data reports and graphs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.A3 A306225	Teachers will participate in professional development on Benchmark Assessment System.	Fishlock, Marisa	8/10/2016	Sign-in sheets to record teacher attendance. Lesson plans and walk-throughs observation.	8/10/2016 one-time
G1.B4.S1.A2 A306224	Master Schedule to be revised to ensure all students are participating in an extended hour of...	Coachman-Beavers, Shinita	8/15/2016	Master Schedule showing the extended hour of reading for classrooms from 8:25-9:25AM.	8/19/2016 one-time
G1.B4.S1.A4 A306226	Teachers participate in data analysis of their 2015-2016 student data and through collaboration...	Fishlock, Marisa	8/11/2016	Through team planning and data analysis Instructional Focus calendars were created for each subject.	8/19/2016 one-time
G1.B4.S1.A10 A306232	All grade 4 and 5 teachers will participate in Novel Study and Grammar PD in order to incorporate...	Fishlock, Marisa	8/30/2016	Attendance sign in sheet and classroom walkthroughs.	8/30/2016 one-time
G1.B4.S1.A1 A306223	New instructional staff will participate in Leveled Literacy Training by September 30, 2016.	Fishlock, Marisa	8/8/2016	Principal will monitor sign-in sheets that indicate participation in Level Literacy Intervention Program Training.	9/30/2016 weekly
G1.B4.S1.MA1 M312333	Administration will gather all sign in sheets for all Level Literacy Intervention trainings to...	Fishlock, Marisa	8/15/2016	Sign in sheets from school based training and summer District training	12/23/2016 monthly
G1.B4.S1.A13 A306235	Teachers identified will attend District professional development on small guided reading groups,...	Fishlock, Marisa	8/29/2016	Administrative walk-throughs showing improved practices and follow-up from PD.	12/23/2016 one-time
G1.B4.S1.A11 A306233	Utilize the services of Write Score to score and provide feedback for all students on four writing...	Fishlock, Marisa	8/30/2016	Ensure prompts are given in August, October, November and January to all grade 3-5 students-Assessment Calendar developed. Write Score will be utilized for pre and post writing assessments for grades 3-5 for informative and opinion. Write Score will grade and provide feedback to students and teachers for each assessment. Teacher /student conferences are scheduled to provide feedback from writing prompts.	2/7/2017 every-2-months
G1.B4.S1.A14 A306236	District Literacy Professional Learning Community	Miller, Tomeka	10/6/2016	Teacher leader from grade 2 and 3 will participate in District PLCs. The PLC topics will be Interdisciplinary instruction, planning for tier 1 literacy instruction, authentic student work, and performance tasks. Teachers will attend the PD and bring back the information to the school in our PLCs.	3/9/2017 one-time
G1.B4.S1.A5 A306227	Professional Learning Communities will be established and all classroom teachers will participate...	Thompson, Selena	10/11/2016	All participants will register for the yearlong PLC via My Learning Plan. Weekly agenda and minutes will be submitted to the PLC Facilitator and Administration.	5/16/2017 weekly
G1.MA1 M312337	Data collected from various assessments and stored in School City and iObservation reports will be...	Fishlock, Marisa	8/22/2016	District Assessments, Common School wide Assessment, Teachers instructional practice scores	5/31/2017 monthly
G1.B4.S1.A6 A306228	Collaborative grade level planning will occur each week.	Fishlock, Marisa	8/25/2016	Completed and appropriate lesson plans for all teachers. Sign in sheets for weekly planning sessions. Administration walk-throughs.	6/1/2017 weekly
G1.B4.S1.MA1 M312331	School wide Assessment Calendar for ELA, Science, and Math is utilized to ensure frequent progress...	Phillips, Kate	8/22/2016	School wide assessment calendar that is housed digitally for all staff.	6/8/2017 weekly

Broward - 0571 - Tedder Elementary School - 2016-17 SIP
Tedder Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA5  M312332	Collaborative data analysis will occur during School-based leadership Team meetings, PLCs,...	Fishlock, Marisa	8/29/2016	Data reports and graphs.	6/8/2017 biweekly
G1.B4.S1.MA3  M312334	Administrators will conduct ongoing observation of teacher practice and provide explicit feedback...	Fishlock, Marisa	8/22/2016	Observation and instructional practice scores will be monitored. Teachers needing additional support will be sent to appropriate professional development and coaching.	6/8/2017 monthly
G1.B4.S1.MA4  M312335	Literacy Coach and District Literacy Coaches will conduct walk-throughs and provide explicit...	Phillips, Kate	8/29/2016	Walk-through logs and feedback forms will be used to monitor frequency and areas needing improvement.	6/8/2017 monthly
G1.B4.S1.MA6  M312336	Administration will utilize SchoolCity to formulate common assessments and track data student by...	Fishlock, Marisa	9/6/2016	Data from common assessments will be used to determine if growth and mastery of the standard has been achieved.	6/8/2017 one-time
G1.B4.S1.A7  A306229	On going coaching will occur with all first year teachers and teachers new to Tedder Elementary...	Fishlock, Marisa	8/22/2016	All mentors must keep weekly logs and artifacts from their mentoring sessions. Each mentor is required to meet weekly with their mentee.	6/8/2017 weekly
G1.B4.S1.A8  A306230	Teachers will be provided explicit feedback by administration on their instructional practices and...	Fishlock, Marisa	8/22/2016	Monthly teacher observations and feedback will be recorded in iObservation. One-on-one teacher/Administrator conferences will be held with every teacher in October. Conferences will be logged into iObservation.	6/8/2017 monthly
G1.B4.S1.A9  A306231	On going data analysis using the Benchmark Assessment System and Common School-Wide Assessment...	Thompson, Selena	8/22/2016	School City, a web based Learning Management System, will be utilized to develop common assessments and will be utilized for data storage. Quarterly Benchmark Assessment results will be recorded and graphed for all classes. Monthly Leadership Team Meetings and one on one data chat sessions will be held to analysis and discuss data and corrective action.	6/8/2017 monthly
G1.B4.S1.A12  A306234	Departmentalization in Grades 4 and 5 to provide more targeted and rigorous instruction.	Fishlock, Marisa	8/22/2016	Classroom walk throughs and evidence of lesson plans.	6/8/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers utilize high quality instructional strategies that ensure achievement of learning expectations then our overall reading proficiency levels will increase in all subjects areas.

G1.B4 Teachers need support in facilitating the core instruction in all content areas.

G1.B4.S1 On going cycle of professional development to teacher practice.

PD Opportunity 1

New instructional staff will participate in Leveled Literacy Training by September 30, 2016.

Facilitator

District trainers

Participants

All instructional staff and Administrators

Schedule

Weekly, from 8/8/2016 to 9/30/2016

PD Opportunity 2

Teachers will participate in professional development on Benchmark Assessment System.

Facilitator

Stacey Brown - District Literacy Trainer

Participants

Teachers Grades KG-5

Schedule

On 8/10/2016

PD Opportunity 3

All grade 4 and 5 teachers will participate in Novel Study and Grammar PD in order to incorporate these strategy into their extended reading hour.

Facilitator

Literacy Coach

Participants

All grades 4 and 5 teachers.

Schedule

On 8/30/2016

PD Opportunity 4

Teachers identified will attend District professional development on small guided reading groups, balanced literacy, and writing.

Facilitator

District Literacy Department

Participants

New teachers and identified teachers

Schedule

On 12/23/2016

PD Opportunity 5

District Literacy Professional Learning Community

Facilitator

District Literacy Department

Participants

Administration, Grade 2 and 3 teacher Leaders

Schedule

On 3/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	New instructional staff will participate in Leveled Literacy Training by September 30, 2016.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2162	120-Classroom Teachers	0571 - Tedder Elementary School	Title I, Part A		\$500.00
			<i>Notes: Subs were secured with Title 1 funds for teachers to attend professional development</i>			
2	G1.B4.S1.A10	All grade 4 and 5 teachers will participate in Novel Study and Grammar PD in order to incorporate these strategy into their extended reading hour.				\$0.00
3	G1.B4.S1.A11	Utilize the services of Write Score to score and provide feedback for all students on four writing prompts.				\$0.00
4	G1.B4.S1.A12	Departmentalization in Grades 4 and 5 to provide more targeted and rigorous instruction.				\$3,488.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	510-Supplies	0571 - Tedder Elementary School	School Improvement Funds		\$3,488.00
			<i>Notes: Accountability funds are used to support students and teachers with technology resources they need to improve engagement.</i>			
5	G1.B4.S1.A13	Teachers identified will attend District professional development on small guided reading groups, balanced literacy, and writing.				\$0.00
6	G1.B4.S1.A14	District Literacy Professional Learning Community				\$0.00
7	G1.B4.S1.A2	Master Schedule to be revised to ensure all students are participating in an extended hour of reading from 8:25-9:25AM daily.				\$0.00
8	G1.B4.S1.A3	Teachers will participate in professional development on Benchmark Assessment System.				\$0.00
9	G1.B4.S1.A4	Teachers participate in data analysis of their 2015-2016 student data and through collaboration created an instructional focus calendar for each subject				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	120-Classroom Teachers	0571 - Tedder Elementary School	Title I, Part A		\$9,000.00
			<i>Notes: Teachers participated in professional development on analyzing data and developing their instructional focus calendar.</i>			
10	G1.B4.S1.A5	Professional Learning Communities will be established and all classroom teachers will participate weekly.				\$0.00

11	G1.B4.S1.A6	Collaborative grade level planning will occur each week.	\$0.00
12	G1.B4.S1.A7	On going coaching will occur with all first year teachers and teachers new to Tedder Elementary through a mentoring programs: TIER Induction Coaches, Teacher Incentive Fund. Our content specific coaches will coach all teachers as necessary	\$0.00
13	G1.B4.S1.A8	Teachers will be provided explicit feedback by administration on their instructional practices and student data.	\$0.00
14	G1.B4.S1.A9	On going data analysis using the Benchmark Assessment System and Common School-Wide Assessment results.	\$0.00
Total:			\$12,988.00