Broward County Public Schools

Tamarac Elementary School

2021-22 Schoolwide Improvement Plan

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Tamarac Elementary School

7601 N UNIVERSITY DR, Tamarac, FL 33321

[no web address on file]

Demographics

Principal: Richard Garrick

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (47%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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Tamarac Elementary School

7601 N UNIVERSITY DR, Tamarac, FL 33321

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	74%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Tamarac Elementary School is to make a significant difference in the lives of young children by providing positive learning experiences and opportunities that promote 21st century skills and prepare for a future where our children will be college and career ready.

Provide the school's vision statement.

Tamarac Elementary will provide engaging learning environments where students' individual needs are met through quality direct instruction, meaningful practice, and peer collaboration. In partnership with parents, teachers, and the community, we will continue our commitment of providing a supportive and nurturing learning environment to all students.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Garrick, Richard	Principal	Instructional Leader while providing a safe learning environment. Oversee operations Ensure student social emotional and academic needs are met
Thomson, Dana	Assistant Principal	Provide support to faculty and staff Communicate with parents and families Oversee Special Education, Safety and Security and other school operations
Maini, Sheri	Instructional Coach	Math Instructional Leader Provide resources and curriculum materials to teachers
Maringola, Donald	School Counselor	MTSS/RtI Coordinator School Counseling, HEART Designee, Foster Care Liaison
Elliot, Heather	Reading Coach	Support teachers with BAS administration and analyze data. Participate in RtI meetings to identify appropriate interventions using the Reading Decision Tree Model effective instructional strategies.
Bodden, Tanya	Teacher, ESE	ESE Specialist is responsible to coordinate all required ESE meeting. She assists general education teachers of students with disabilities to implement the IEP and monitor progress of IEP goals.
Darby, Debbie	Teacher, ESE	ASD Coach supports the ASD classroom teachers and students by modeling effective instructional strategies. She also assists general education teachers to implement IEPs and monitor progress of goals. In addition, she assists with behavior plans based on need.

Demographic Information

Principal start date
Monday 7/1/2019, Richard Garrick

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
33

Total number of students enrolled at the school

597

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	82	80	93	84	102	0	0	0	0	0	0	0	522
Attendance below 90 percent	4	10	6	10	12	12	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	23	38	30	18	37	0	0	0	0	0	0	0	146

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	7	7	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	3	2	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - As Reported

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	
Number of students enrolled	99	92	98	90	108	103	0	0	0	0	0	0	0	590
Attendance below 90 percent	11	21	16	16	20	12	0	0	0	0	0	0	0	96
One or more suspensions	0	1	0	3	1	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	22	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	0	29	44	30	0	0	0	0	0	0	0	109

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	12	11	20	15	0	0	0	0	0	0	0	60
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	99	92	98	90	108	103	0	0	0	0	0	0	0	590
Attendance below 90 percent	11	21	16	16	20	12	0	0	0	0	0	0	0	96
One or more suspensions	0	1	0	3	1	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	22	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	0	29	44	30	0	0	0	0	0	0	0	109

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	12	11	20	15	0	0	0	0	0	0	0	60
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	59%	57%	44%	56%	56%
ELA Learning Gains				59%	60%	58%	48%	57%	55%
ELA Lowest 25th Percentile				51%	54%	53%	45%	51%	48%
Math Achievement				54%	65%	63%	50%	62%	62%
Math Learning Gains				62%	66%	62%	62%	60%	59%
Math Lowest 25th Percentile				46%	53%	51%	46%	47%	47%
Science Achievement				46%	46%	53%	36%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison						
04	2021					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-44%				
05	2021					
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-44%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	40%	65%	-25%	62%	-22%
Cohort Comparison						
04	2021					
	2019	41%	67%	-26%	64%	-23%
Cohort Comparison		-40%				
05	2021					
	2019	71%	64%	7%	60%	11%
Cohort Comparison		-41%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	44%	49%	-5%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Benchmark Assessment System (BAS) was administered to all students in grades K - 2 during the 20-21 school year, now our first, second and third graders.

iReady Reading Diagnostic was administered to all students in grades 3 - 5 during the 20-21 school year, now our fourth and fifth graders.

iReady Math Diagnostic was administered to all students in grades K - 5 during the 20-21 school year, now our first through fifth graders.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/76%	54/71%	48/69%
	Economically Disadvantaged	49/71%	49/69%	54/72%
	Students With Disabilities	9/80%	5/50%	4/44%
	English Language Learners	18/84%	13/60%	12/63%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/73%	40/50%	54/65%
	Economically Disadvantaged	47/68%	33/47%	46/65%
	Students With Disabilities	9/90%	5/56%	4/50%
	English Language Learners	18/89%	8/43%	11/59%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38/43%	27/30%	27/30%
	Economically Disadvantaged	31/44%	20/28%	24/44%
	Students With Disabilities	9/50%	2/13%	5/63%
	English Language Learners	7/35%	6/30%	6/30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26/29%	27/31%	27/31%
	Economically Disadvantaged	19/26%	19/27%	19/27%
	Students With Disabilities	5/28%	1/6%	1/6%
	English Language Learners	6/30%	6/30%	6/30%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/34%	37/39%	37/39%
	Economically Disadvantaged	22/32.8%	26/38%	1/50%
	Students With Disabilities	3/15%	4/20%	1/33%
	English Language Learners	4/16%	6/24%	6/24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/21%	20/21%	20/21%
	Economically Disadvantaged	14/21%	13/19%	13/19%
	Students With Disabilities	3/15%	4/18%	4/18%
	English Language Learners	7/29%	4/16%	7/29%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/52%	53/63%	61/74%
	Economically Disadvantaged	31/51%	37/60%	44/70%
	Students With Disabilities	7/39%	10/50%	11/57%
	English Language Learners	8/40%	12/57%	1575%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/12%	19/23%	37/50%
	Economically Disadvantaged	8/13%	11/18%	25/46%
	Students With Disabilities	2/11%	2/10%	6/34%
	English Language Learners	2/10%	2/10%	10/59%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/34%	43/42%	16/42%
	Economically Disadvantaged	22/29%	28/36%	28/36%
	Students With Disabilities	4/13%	7/28%	5/19%
	English Language Learners	17	18	35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/13%	25/25%	25/25%
	Economically Disadvantaged	9/12%	14/19%	14/19%
	Students With Disabilities	1/4%	2/8%	2/8%
	English Language Learners	2/11%	2/10%	5/39%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	47	40	17	16	10	11				
ELL	43	62		26	36		10				
BLK	42	46	50	19	26	33	14				
HSP	42	63		26	31		23				
MUL	60			40							
WHT	56	65		38	19		31				
FRL	40	49	47	20	22	28	17				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	33	25	37	55	52	19				
ELL	51	65	50	58	71	61	54				
BLK	42	53	55	46	55	30	30				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	58	60	33	58	65	56	60				
WHT	56	62	50	59	69		47				
FRL	48	57	54	51	61	44	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	46	52	27	50	36	11				
ELL	34	48	60	41	65	55	26				
BLK	31	41	33	43	61	42	33				
HSP	49	55	61	53	63	52	28				
MUL				50							
WHT	61	41		59	64		58				
FRL	41	46	46	47	59	45	34				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Tamarac Elementary's third through fifth graders scored below the district and state average in both reading and mathematics. Over 50% of the ELL, Black, and FRL subgroups demonstrated learning gains in ELA and Mathematics.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The Students with Disabilities (SWD) subgroup showed the lowest percentage of ELA proficiency at 21% and mathematics at 37%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor to this data was the first year of the ASD program and students taking the FSA. Additionally, research-based programs were not implemented with fidelity. Another contributing factor to this need for improvement was the lack of hands on experiences in mathematics.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The English Language Learners subgroup made the greatest learning gains in mathematics with 71% of the population, as well as in ELA at 65%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement include the use of Radius devices with A1 students, as well as the implementation of Imagine Learning with these students.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be implemented to accelerate learning in ELA and Mathematics:
1. Benchmark Advance Reading Series will be implemented in K-5 classrooms with fidelity.
2. ESSER teachers will work with students who were not proficient on the FSA in grades 3-5 in the areas of reading and math in small group.
3. Reading Horizons will be used as a Tier 3 intervention with K-5 students who have deficits in the area of phonemic awareness and phonics.
4. Fundations will be used as a Tier 2 intervention with K-2 students who have deficits in the area of phonemic awareness and phonics.
5. LLI will be used as a Tier 2 and 3 intervention with K-5 students who have deficits in multiple areas of reading.
6. Heggerty Phonemic Awareness program will be implemented in grades K and 1 as a supplement to help close the phonemic awareness gap.

1. Kindergarten through Second Grade teachers will implement Calendar Math on a daily basis to develop number sense, as well as geometry vocabulary, and measurement and data skills.
2. First and Second grade students will complete Problem of the Day.

3. Third through fifth grade students will participate in Acaletics Math every morning to extend skills to problem solving and FSA style questions.
4. All teachers will provide hands on experiences to develop conceptual understanding.
5. All grade levels will administer and monitor progress via common formative assessments in Canvas and/or Mastery Connect based on Tamarac Elementary's Instructional Focus Calendar.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will be provided at the school to support teachers and leaders:
1. Manipulatives training will be provided to K-5 teachers so they can effectively implement the C-R-A model for math.
2. Benchmark Advance training is being provided by the district for all teachers in two sessions and will also be a focus during our ELA Professional Learning Communities.
3. How to use data to determine instructional needs will be a focus by creating a data room to identify gaps and progress, as well as drive the discussions during our Professional Learning Communities.
4. Teachers and support staff will participate in the Coach Digital webinar to effectively utilize the various standards-based systems that provide varied levels of scaffolding and support to meet the students where they are and address unfinished learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services to be implemented to ensure sustainability include:
1. Developing effective Professional Learning Communities
2. Collaborative planning to improve instructional strategies
3. Red line coaching to improve instructional practices
4. Modeling and coteaching with academic coaches

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on FSA 2020 data, Tamarac Elementary proficiency percentage was significantly lower than surrounding schools and the district in the area of English Language Arts.
Measurable Outcome:	By the end of May 2022, the percentage of students demonstrating proficiency in ELA will increase from 51% to at least 60% as demonstrated on the FSA.
Monitoring:	This Area of Focus will be monitored via fall, winter and spring BAS and iReady Diagnostics. In addition, Benchmark Advance Unit Assessments will be utilized to progress monitor specific standards between testing windows.
Person responsible for monitoring outcome:	Heather Elliot (heather.elliot@browardschools.com)
Evidence-based Strategy:	The implementation of explicit and systematic standards-based instruction to increase student achievement in Reading.
Rationale for Evidence-based Strategy:	Based on Marzano Focus Teacher Evaluation Model, planning to close the achievement gap using data is highly effective. Analysis of the iReady Diagnostic and BAS protocols, indicates that many students are lacking in Phonemic Awareness and Phonics. Therefore, systematic standards-based instruction is necessary to fill these gaps for early intervention.

Action Steps to Implement

Heggerty Phonemic Awareness program will be implemented in grades K and 1 as a Tier I supplement.

Person Responsible	Heather Elliot (heather.elliot@browardschools.com)

Reading Horizons will be used as a Tier 3 intervention with K-5 students who have deficits in the area of phonemic awareness and phonics.

Person Responsible	Donald Maringola (donald.maringola@browardschools.com)

Fundations will be used as a Tier 2 intervention with K-2 students who have deficits in the area of phonemic awareness and phonics.

Person Responsible	Heather Elliot (heather.elliot@browardschools.com)

LLI will be used as a Tier 2 and 3 intervention with K-5 students who have deficits in multiple areas of reading.

Person Responsible	Heather Elliot (heather.elliot@browardschools.com)

ESSER teachers will implement research-based programs with identified students scoring below a Level 3 as measured by the 2020 FSA in English Language Arts.

Person Responsible	Richard Garrick (richard.garrick@browardschools.com)

ESSER teachers will implement research-based programs with identified students not predicted to demonstrate proficiency on the 3rd grade English Language Arts FSA in April, 2022 based on the I Ready Reading Diagnostic.

Person Responsible Richard Garrick (richard.garrick@browardschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on FSA 2020 data, Tamarac Elementary 54% of the students demonstrated proficiency in mathematics compared to the district average of 65%, which indicates a significant need for improvement in instructional practices and standards-based planning.
Measurable Outcome:	By the end of May 2022, the percentage of students demonstrating proficiency in Math will increase from 54% to at least 65% as demonstrated on the FSA.
Monitoring:	This Area of Focus will be monitored via fall, winter and spring iReady Diagnostics. In addition, students in grades Kindergarten through Second Grade will be progress monitored at the end of each unit utilizing Go Math Chapter Assessments and the ELD Math Department Guidance Document in Canvas. Students in grades 3 through 5 will be progress monitored utilizing standard-specific common formative assessments in Mastery Connect.
Person responsible for monitoring outcome:	Sheri Maini (sheri.maini@browardschools.com)
Evidence-based Strategy:	The implementation of explicit and systematic standards-based instruction to increase student achievement in mathematics.
Rationale for Evidence-based Strategy:	Based on Marzano Focus Teacher Evaluation Model, planning to close the achievement gap using data is highly effective. According to the iReady Diagnostic, 28% of the current Kindergarten through Fifth Graders are two or more years below grade level in mathematics. Therefore, systematic standards-based instruction is necessary to fill these gaps for early intervention

Action Steps to Implement

Kindergarten through Second Grade teachers will implement Calendar Math on a daily basis to develop number sense, as well as geometry vocabulary, and measurement and data skills.

Person Responsible	Sheri Maini (sheri.maini@browardschools.com)

First and Second grade students will complete Problem of the Day which will be provided by the Mathematics Coach.

Person Responsible	Sheri Maini (sheri.maini@browardschools.com)

Third through fifth grade students will participate in Acaletics Math every morning to extend skills to problem solving and FSA style questions.

Person Responsible	Sheri Maini (sheri.maini@browardschools.com)

Manipulatives training will be provided to K-5 teachers so they can effectively implement the C-R-A model for math.

Person Responsible	Sheri Maini (sheri.maini@browardschools.com)

All grade levels will administer and monitor progress via common formative assessments in Canvas and/ or Mastery Connect based on Tamarac Elementary's Instructional Focus Calendar.

| **Person Responsible** | Sheri Maini (sheri.maini@browardschools.com) |

Teachers and students will participate in the school-wide fluency plan which will include fact fluency folders, timed tests, academic games and center activities. This plan is based on Addition Facts and Multiplication Facts in Seven Days program.

| **Person Responsible** | Sheri Maini (sheri.maini@browardschools.com) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Tamarac Elementary School (TES) reported 0.2 incidents per 100 students. When compared to schools state-wide, TES falls into the "Very Low" category. Tamarac ranked 222 out of 1,369 state-wide schools and 31 out of 116 in Broward County.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Tamarac Elementary builds and sustains partnerships by providing high quality instruction for our students and increasing collaboration and communication with our parents and community through parent links, flyers, emails, Class Dojo, and parent-teacher conferences.

Recruiting staff, parents, community members and businesses to participate on our School Advisory Council is a priority to increase broad stakeholder roles and address equity.

Tamarac Elementary has reengaged our Sunshine Committee to promote a positive school culture and environment amongst all staff members.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Richard Garrick, Principal and Dana Thomson, Assistant Principal - Responsible for parent links and emails; Business Partners

Faculty - Responsible for Class Dojo and posting announcements in Canvas

BethAnn Boegler, Teacher and Jan Caivano, Paraprofessional - Responsible for Sunshine Coordination

PTA President - Recruiting SAC members and increasing PTA membership

Sheri Maini, SAC Chairperson - Responsible for recruiting SAC Members

Jessica Glass, Equity Liaison - Responsible for Equity Plan and Implementation

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$13,708.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$180.00
			Notes: Dr. Heggerty: Address early literacy with Phonemic Awareness as a need identified by iReady Diagnostic and BAS			
	5200	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$2,939.00
			Notes: Wordly Wise: Implement research-based program to Increase vocabulary to improve reading comprehension			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$3,843.00
			Notes: Phonics for Reading Address early literacy with Phonics as a need identified by iReady Diagnostic and BAS			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$2,376.00
			Notes: Phonics, Spelling & Word Study: Address early literacy with these skills as a need identified by iReady Diagnostic and BAS.			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$1,870.00
			Notes: Learning A-Z: Address early literacy with Phonemic Awareness as a need identified by iReady Diagnostic and BAS			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$2,500.00
			Notes: Fundations: Implement research-based Intervention with students identified as below reading level			
2	III.A.	Areas of Focus: Instructional Practice: Math				$19,039.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$5,000.00

			Notes: Coach Digital Suite: Provide teachers with resources below, on and above grade level including intervention materials and problem solving in reading and mathematics to meet the various needs of students and address unfinished learning.			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$11,302.00
			Notes: Acaletics Quik Piks: Provide students with daily opportunities to persevere with FSA style questions in mathematics across domains of topics and standards.			
	5000	500-Materials and Supplies	2621 - Tamarac Elementary School	General Fund		$2,737.00
			Notes: Do the Math by Marilyn Burns: Implement Tier 2 and Tier 3 interventions for students demonstrating skill levels two or more years below current grade level			
					Total:	**$32,747.00**