Tedder Elementary School

leadership
Florida
analysis
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Tedder Elementary School

4157 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Denise Lawrence

Start Date for this Principal: 7/1/2017

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* Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (44%) 2016-17: C (49%)
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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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)	**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	97%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Tedder Elementary School is committed to educational excellence for 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
Coachman-Beavers, Shinita	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Responsibilities: Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF); Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments; Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement; and Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Jones, Ebony	School Counselor	To implement a process to help students discover and develop their best talents for personal happiness and social usefulness. Responsibilities: establish small group counseling sessions, acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment, meet with teachers to present and explaining the results of various testing programs, keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested and perform other duties as assigned by the Principal.
Sears, Jasmin	Teacher, ESE	To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. Responsibilities- Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually, Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews, Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard and Perform other duties as assigned by the school principal.
Frye, James	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community

Name	Position Title	Job Duties and Responsibilities
		Responsibilities: Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success; Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement; Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board; and Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.
Petrova, Datelina	ELL Compliance Specialist	Responsible for planning, coordinating and implementing a comprehensive ESOL program in one or more schools; training and coaching staff in the use of effective, research-based methodologies leading to English proficiency development and the academic success of ELLs; participating in problem-solving programmatic determinations on behalf of ELLs; identifying staff development needs of the school and providing staff development and follow-up coaching related to English language proficiency development as part of the problem-solving process; and expanding relationships with school and community groups (e.g., Leadership Team, ELL Committee, ESOL Parent Leadership Council/District Advisory Council, learning communities, etc.) to help ELLs reach their highest potential.
Starks, Tyree	Math Coach	The position will model, coach, observe, and assist personnel at the school sites to use Research Based math strategies with the Comprehensive Curriculum effectively for instruction and assessment. He/she will facilitate learning activities in the classroom using math strategies from each Professional Development training session. Responsibilities: Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis; Work with school administrators and teachers to identify school and classroom strengths and weaknesses; Complete necessary reports and documentation in coordination with Professional Development and School Improvement Plan and Performs all other duties and services assigned by Superintendent and Supervisors.
Jackson, Tonya	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner; use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background; establish a classroom management system that maintains appropriate discipline and creates a

Name	Position Title	Job Duties and Responsibilities
		positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
Stephen-Buitrago, Sharon	Curriculum Resource Teacher	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students; use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students, work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students, and perform other duties as assigned by the principal.
Ohare, Katherine	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner; use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background; establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
Gordon, Vivette	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner; use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background; establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
Dailey, Colya	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills,

Name	Position Title	Job Duties and Responsibilities
		application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner; use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background; establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
Legiste, Guillande	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner; use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background; establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Demographic Information

Principal start date
Saturday 7/1/2017, Denise Lawrence

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.*
2

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.*
3

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
557

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

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	80	85	113	86	94	89	0	0	0	0	0	0	0	547
Attendance below 90 percent	46	34	37	25	27	34	0	0	0	0	0	0	0	203
One or more suspensions	0	2	5	0	0	4	0	0	0	0	0	0	0	11
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	12	21	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	21	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	11	61	41	17	24	0	0	0	0	0	0	0	154

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	2	11	22	25	13	27	0	0	0	0	0	0	0	100

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	6	0	13	0	1	0	0	0	0	0	0	0	22
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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	80	85	113	86	94	89	0	0	0	0	0	0	0	547
Attendance below 90 percent	46	34	37	25	27	34	0	0	0	0	0	0	0	203
One or more suspensions	0	2	5	0	0	4	0	0	0	0	0	0	0	11
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	12	21	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	21	0	0	0	0	0	0	0	28

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	2	11	22	25	13	27	0	0	0	0	0	0	0	100

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	6	0	13	0	1	0	0	0	0	0	0	0	22
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				44%	59%	57%	40%	56%	56%
ELA Learning Gains				66%	60%	58%	53%	57%	55%
ELA Lowest 25th Percentile				67%	54%	53%	41%	51%	48%
Math Achievement				59%	65%	63%	49%	62%	62%
Math Learning Gains				71%	66%	62%	50%	60%	59%
Math Lowest 25th Percentile				66%	53%	51%	38%	47%	47%
Science Achievement				30%	46%	53%	40%	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	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-28%				
05	2021					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison						
04	2021					
	2019	67%	67%	0%	64%	3%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-49%					
05	2021						
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-67%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	24%	49%	-25%	53%	-29%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the data below is iReady Diagnostic Assessment. The Beginning of the Year Science Assessment, the Science Broward Standard Assessment, and the Statewide Science Assessment was used to compile the data for grade 5 science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.4	12.3	25.3
	Economically Disadvantaged	21.2	14.3	28.1
	Students With Disabilities	28.6	16.7	16.7
	English Language Learners	15.3	8.8	21.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.0	19.2	29.9
	Economically Disadvantaged	26.2	19.0	33.3
	Students With Disabilities	57.1	16.7	16.7
	English Language Learners	21.1	17.2	27.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.9	18.3	29.1
	Economically Disadvantaged	10.3	20.5	34.1
	Students With Disabilities	15.4	30.8	38.5
	English Language Learners	6.8	14.5	24.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.0	14.4	16.7
	Economically Disadvantaged	11.6	15.9	16.7
	Students With Disabilities	23.1	30.8	16.7
	English Language Learners	11.1	11.8	13.5

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.7	37.7	50.0
	Economically Disadvantaged	32.8	40.7	51.6
	Students With Disabilities	33.3	12.5	22.2
	English Language Learners	12.0	20.8	32.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.0	21.8	30.8
	Economically Disadvantaged	8.6	25.0	36.1
	Students With Disabilities	14.3	12.5	0.0
	English Language Learners	2.0	9.4	17.6

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5	23.5	32.2
	Economically Disadvantaged	16.2	24.6	34.8
	Students With Disabilities	13.3	20.0	13.3
	English Language Learners	7.0	8.9	32.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.3	30.6	35.6
	Economically Disadvantaged	19.4	31.9	40.6
	Students With Disabilities	0.0	33.3	26.7
	English Language Learners	9.3	15.6	19.1

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.9	20.8	24.4
	Economically Disadvantaged	18.3	22.4	26.2
	Students With Disabilities	0.0	7.1	0.0
	English Language Learners	4.9	7.3	11.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.6	29.9	24.4
	Economically Disadvantaged	15.3	34.5	31.1
	Students With Disabilities	2.4	7.1	6.7
	English Language Learners	15.6	17.1	16.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	12	18
	Economically Disadvantaged	75	55	70
	Students With Disabilities	65	50	63
	English Language Learners	100	100	100

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	21	28		29	28		9				
ELL	36	45	50	27	29	23	21				
BLK	35	53	80	26	34	36	22				
HSP	36	37		38	25		16				
FRL	40	49	55	34	31	25	22				

	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	30	65	56	39	65	67	27				
ELL	45	65	57	64	70	68	28				
BLK	44	66	82	60	69	63	22				
HSP	43	60	31	61	70	64	36				
FRL	44	67	68	59	71	65	30				

	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	34	47	33	30	35	17	29				
ELL	30	49	44	46	47	39	30				
BLK	41	48	32	46	48	39	37				
HSP	39	63	54	53	52	38	44				
FRL	39	53	41	48	49	38	40				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
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	35
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	33
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
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?

Based on the 2019 FSA Data, our subgroups (ELL,SWD,FRL) continue to increase their overall achievement level in ELA and Math. In addition, over 50% of our ELL and SWD students made a learning gain in reading and math over the last 3 years based on FSA data from 2018 and 2019.

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

Tedder Elementary greatest need for improvement is ELA. Based on 2018-2019 FSA Math results, Tedder Elementary achieved 44% in ELA proficiency, 66% of our students made a learning gain, and 67% of our lowest quartile made a learning gain.

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

The contributing factors for this need for improvement was using data to align instruction and utilizing a variety of resources is a barrier that currently exists. Moving forward, Tedder Elementary will continue to improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting students various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson pans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans through interactive PowerPoints. If this initiative goes well we will build upon it each semester for other grade levels.

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

Based on the 2019 FSA data, all components showed improvement.

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

Tedder Elementary provided an extra hour of reading intervention for all students KG-grade 5. During this extra hour teachers differentiated learning to provide intervention or enrichment through the use of a variety of programs such as Leveled Literacy Intervention, Phonics for Reading, and Novel Study. All teachers provided an additional half hour of math to provide tier 2 math intervention using Re-Teach Go Math material. All students in grades 2-5 utilize Reflex math to improve math fluency. We provide schoolwide math fluency drills to further improve the student's fluency.
All students identified as our lowest 30% were provided an additional 30 minutes small group instruction in reading or math by our support staff. All retained students in third grade were provided an additional half hour of small group reading with our Literacy resource teacher using Leveled Literacy Intervention (LLI).
Data chats were held with teachers, support staff and administration to discuss the needs of each students. In addition, Teachers conducted data chats with students and set goals throughout the school year. Students had Guidelines for Success incentive cards that help them tracked their process in the areas of mini assessments, behavior, I-ready and homework. Students earned incentives for achievement.
RTI was held weekly to further discuss fragile students and prescribe interventions. Mentoring groups were formed and selected students met weekly with their mentor. Referrals to outside agencies are done for students and families who demonstrated a need for counseling.

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

Learning will be accelerated through pull out intervention groups. Students will received additional math and reading instructions from instructional coaches and ESSER teachers Monday through Friday for 45 minutes per sessions.

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.

Teachers will be provided ongoing professional development from district staff and instructional coaches focusing on using data to drive instructions and planning effective reading and math lessons.

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

We offer teachers tiered coaching support for teachers and extended learning opportunities for students that will provide students with intensive instruction in reading and math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2019 ELA FSA scores, the ELA achievement was 44% which was below the district and state levels. Tedder's teachers utilize iReady and its components to increase student engagement during their instructional lessons. Therefore, we will continue to provide training for teachers to ensure the iReady Toolbox is embedded into lesson plans allowing for effective ELA standards-based instruction. Utilizing iReady Toolbox will positively impact student achievement and increase our student proficiency in ELA content area.
Measurable Outcome:	By June 2022, Tedder FSA ELA will increase by 4% in ELA proficiency by implementing best practices and strategies from iReady Toolbox.
Monitoring:	This Area of Focus will be monitored through iReady diagnostics, Mastery Checks and weekly lessons requirements. The instructional staff will partake in data chats with administrative staff.
Person responsible for monitoring outcome:	Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)
Evidence-based Strategy:	The iReady program being implemented will increase the academic proficiency by promoting the strategies that will increase student engagement. The iReady Toolbox lessons that are embedded into daily instruction will be monitored.
Rationale for Evidence-based Strategy:	The iReady Toolbox will provide teachers with the framework to increase student engagement and achievement.

Action Steps to Implement

During PLCs and team planning, the teachers will be embedding iReady lessons in their lesson plans as well as providing students with targeted support based on the data.

Person Responsible	James Frye (james.fryejr@browardschools.com)

The PLCs are conducted every three weeks and the team meetings are held weekly. During these meetings, teachers will receive ongoing training and support that will help them provide students with targeted instruction based on the iReady Diagnostic data.

Person Responsible	James Frye (james.fryejr@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.

Based on the Safe Schools for Alex website, Tedder Elementary ranked 530 out of 1,395 elementary schools statewide and 61 out of 116 elementary schools in the county. Our areas of focus that are addressed in our school-wide behavior plan are our hallway and cafeteria behavior. This plan provides the rules and procedures for behavioral expectations for all areas of the school. Our schoolwide plan includes the school-wide use of the CHAMPS program. Common CHAMPS language PK-5 provides students with consistency and continuity of expectations. CHAMPS posters are visible throughout the school and teachers actively teach the components of the program. A monthly Kids of Character Education Program highlight good character traits and reinforces our
mission. Ongoing collaboration with our stakeholders regarding our progress is shared during our monthly School Advisory Council meetings. Our business partners also share in this endeavor by providing incentives for teachers and students.

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.

The school addresses building a positive school culture and environment by establishing school-wide expectations. The expectations are as followed: Treat everyone with respect, Display a positive attitude, Be responsible, Be a team player and Take ownership for your actions. Daily morning announcements are made to remind the students of the expectations. The expectations are posted in every classroom and in all public areas on the school campus. Students who meet the expectations will be awarded quarterly with verbal or tangible rewards.

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

The staff and students at Tedder Elementary are committed to promoting a positive culture and environment. Each member of our school community plays a role in communicating our shared values through our school's mantra, "Tedder Bears are Better Bears". The school's security works in conjunction with the principal and the Instructional Leadership Team to provide a safe and secure learning environment. The Instructional Leadership Team also meets with students regularly to discuss concerns they might have

academically as well as socially and emotionally. Our Guidance Counselor and Behavior Tech work with teachers to provide students with resources to deal with the identified concerns students may have.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$6,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1382	120-Classroom Teachers	0571 - Tedder Elementary School	Title, I Part A		$6,460.00
					Total:	**$6,460.00**