

2013-2014 SCHOOL IMPROVEMENT PLAN

Tedder Elementary School
4157 NE 1ST TER
Pompano Beach, FL 33064
754-322-8650

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

2013-14 D	2012-13 D	2011-12 D	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tedder Elementary School

Principal

Marisa Fishlock

School Advisory Council chair

Stacey Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marisa Fishlock	Principal
Shinita Coachman-Beavers	Assistant Principal
Tammatha Grice	Guidance Counselor
Stacey Brown	Reading Coach
Jacqueline Sarrasin	ELL Resource Teacher
Wendy Schoenfeld	ESE Specialist
Lachanda Collins	Teacher Team Leader Gr. 5
Kari Ferguson	Teacher Team Leader Gr. 4
Robin Sobel	Teacher team Leader Gr. 3
Allison Grossberg	Teacher team Leader Gr. 2
Christine D'Angeli	Teacher Team Leader Gr. 1
Beth Escobar	Teacher Team Leader Gr. KG
Myriam Acevedo	Teacher Team Leader ESE

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership will include:
SAC Chair- Stacey Brown

Principal- Marisa Fishlock
BTU Steward- Monica Francis
Teacher/Secretary - Deborah Ryan-DeGray
SAF Chairperson - Mr. Junior Chancey
ESOL Parent Representative - Ms. Elizabeth Jimenez
ESE Parent Representative - Ms. Viviane Augustin
Gifted Parent Representaive - Ms. Campos
Community Partner- After School Program Representative - Ms. LaChandra Witherspoon
Non-Instructional Support Employees

Involvement of the SAC in the development of the SIP

The SAC committee collaborates with school staff, parents, and community members to develop the school improvement plan and monitor its progress throughout the year. Sub committees were developed to address each subject area of the School Improvement Plan. The sub committees brought forth their recommendations to SAC. All school achievement data was provided to all stakeholders to assist in determining areas of weakness.

Activities of the SAC for the upcoming school year

Activities of the SAC include reviewing the draft of the 2013-2014 SIP and making further recommendations, monitoring the progress of the SIP action steps and reviewing the progress monitoring data monthly.

Projected use of school improvement funds, including the amount allocated to each project

Several proposals for the use of School Accountability funds will be brought forward to the SAC committee in October for their vote. Proposed uses include technology and student supplemental math and reading materials.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Marisa Fishlock

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

MA Guidance and Counseling
 BA Exercise and Sport Science
 Certifications: School Principal All Levels
 ESOL Endorsement Guidance and Counseling PK- 12, Physical Education 6-12

Performance Record

2012-2013 Tedder Elementary, Grade D, Reading Proficiency 29%, Math proficiency 32%, Writing Proficiency 48%, Science proficiency 42%, Learning gains Reading 61%, Learning gains in Math 55%, Learning gains lowest 25% Reading 75%, Learning gains lowest 25% in Math 66%

2011-2012 Tedder Elementary, Grade D, Reading Mastery 34%, Math Mastery 39%, Writing Master 72%

2010-2011 Liberty Elementary Grade A Reading Mastery 76% Math Mastery 76% Writing Mastery 91% Science Mastery 46% AYP: All subgroups made AYP in Reading by Safe Harbor; White subgroup made AYP in Math

2009-2010 Quiet Waters Elementary Grade A Reading Mastery 85%, Math Mastery 83%, Writing Mastery 92%, Science Mastery 57%.
 AYP: do not meet AYP for Black, Economically Disadvantage, and ELL in Math, Did not meet AYP in Black subgroup in Reading

2008-2009 Quiet Waters Elementary Grade: A Reading Mastery 87%, Math Mastery 85%, Writing Mastery 96%, Science Mastery 49%. AYP: ELL subgroup in Math did not meet AYP

2007-2008 Quiet Waters Elementary Grade: A Reading Mastery 85%, Math Mastery 86%, Writing Mastery 83%, Science Mastery 48%. AYP: All subgroups made AYP

2006-2007 Quiet Waters Elementary Grade: A Reading Mastery 85%, Math Mastery 81%, Writing Mastery 86%, Science Mastery 58%. AYP: All subgroups made AYP

2005-2006 Quiet Waters Elementary Grade A Reading Mastery 85%, Math mastery 81%, Writing Mastery 88%
 AYP: All subgroups met

Shinita Coachman-Beavers

Asst Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

BA: Grades 1-6 Elementary Education; MA: Educational Leadership
ESOL endorsement

Performance Record

2012-2013 Tedder Elementary, Grade D, Reading proficiency 29%, Math proficiency 32%, Writing Proficiency 48%, Science proficiency 42%, Learning gains Reading 61%, Learning gains in Math 55%, Learning gains lowest 25% Reading 75%, Learning gains lowest 25% in Math 66%

2011-2012 Tedder Elementary, Grade D, Reading Mastery 34%, Math Mastery 39%, Writing Master 72%

2010-2011 Tedder Elementary Grade C Reading Mastery 59%, Math Mastery 58%, Writing 73%, Science Mastery 33% AYP
Students with Disabilities made AYP in Reading through Safe Harbor

2009-2010 Tedder Elementary Grade C Reading Mastery 61%, Math Mastery 66%, Writing Mastery 76%, Science Mastery 28%. AYP: Hispanic Subgroup made AYP in Math

2008-2009 Tedder Elementary Grade: A Reading Mastery 68%, Math Mastery 79%, Writing Mastery 90%, Science Mastery 41%. AYP: All subgroups except Students with Disabilities met AYP.

2007-2008 Tedder Elementary Grade: B Reading Mastery 65%, Math Mastery 71%, Writing Mastery 81%, Science 31%. AYP: All subgroups except English Language Learners and Students with Disabilities met AYP

2006-2007 Tedder Elementary Grade: B Reading Mastery 60%, Math Mastery 69%, Writing Mastery 8%, Science Mastery 25%. AYP: All subgroups except English Language Learners met AYP

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stacey Brown		
Full-time / School-based	Years as Coach: 8	Years at Current School: 0
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS in Elementary Education MS in Reading 2002 Certificates Elementary education 1-6 Reading K-12 ESE K-12 ESOL Endorsed K-12	
Performance Record	2006-2007: School Grade (B); 68% at or above grade level in reading; 71% learning gains in reading; 48% lowest quartile learning gains in reading; 91% scored 3.5 or higher in writing. Met AYP. 2005-2006: School Grade (A); 73% at or above grade level in reading; 68% learning gains in reading; 64% lowest quartile learning gains in reading; 97% scored 3.5 or higher in writing. Met AYP. 2004-2005: School Grade (A); 66% at or above grade level in reading; 69% learning gains in reading; 60% lowest quartile learning gains in reading; 92% scored 3.0 or higher in writing. Met AYP. 2003-2004: School Grade (B); 66% at or above grade level in reading; 70% learning gains in reading; 55% lowest quartile learning gains in reading; 94% scored 3.0 or higher in writing. Did not meet AYP. 2002-2003: School Grade (C); 53% at or above grade level in reading; 58% learning gains in reading; 57% lowest quartile learning gains in reading; 85% scored 3.0 or higher in writing. 2001-2002: School Grade (C); 55% at or above grade level in reading; 62% learning gains in reading; 62% lowest quartile learning gains in reading; 86% scored 3.0 or higher in writing. 2000-2001: School Grade (C); 52% at or above grade level in reading; 100% scored 3.0 or higher in writing. 1999-2000: School Grade (D); 40% at or above grade level in reading; 89% scored 3.0 or higher in writing.	

Classroom Teachers

of classroom teachers

47

receiving effective rating or higher

47, 100%

Highly Qualified Teachers

100%

certified in-field

51, 109%

ESOL endorsed

32, 68%

reading endorsed

3, 6%

with advanced degrees

23, 49%

National Board Certified

1, 2%

first-year teachers

6, 13%

with 1-5 years of experience

8, 17%

with 6-14 years of experience

22, 47%

with 15 or more years of experience

15, 32%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. NESS New Educator Support System is in place for all new teachers

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new teacher to Broward County Schools is assigned a New Educator Support teacher. This person serves as a mentor to the teacher. Teachers are paired up based on previous experience with grade level curriculum. NESS teachers and mentees meet weekly. The NESS Liaison meets monthly with all NESS teachers and their mentees.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI Team reorganizes our resources to provide support to the teacher(s) to increase student achievement. RtI is a process including the provision of systematic, research-based instruction and interventions for struggling learners. RtI 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 RtI Team is to meet on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. The RtI Leadership Team will meet on Tuesdays starting on September 3, 2013. The guidance counselor 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. This collaboration will be documented on the team leader's weekly team log. 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 RtI 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 guidance counselor 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 RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function and responsibility of the Leadership team is to monitor student achievement data, monitor curriculum, enrichment and intensive groups. The Leadership team also reviews the SIP and monitors its action steps and progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership team monthly reviews student achievement data and communicates areas of weakness and strengths to all staff. Quarterly data chats are conducted with all teachers. Small groups and

intervention for tier 2 and 3 students are driven by student achievement data and adjusted as needed. Struggling reading and math charts are used to determine appropriate resources. SIP action steps are discussed and revised as needed based on data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

READING: Tier 1 students at Tedder Elementary will participate in the Reading Benchmark Assessment Test given in September 2013 and January 2014. Data provided from these tests will drive our secondary instructional focus calendar and provide ongoing student progress monitoring. Monthly Broward County Mini Reading Assessments will be administered and students identified as Tier II will receive small group instruction utilizing the appropriate reading intervention according to the Struggling Reading Chart. All assessment data for all students, will be tracked in Data Binders. End of story and unit chapter tests will be given for the core reading series in grades K-5. Quarterly Diagnostic reports will be generated in STAR Reading by class. Data Analysis Assessments will be conducted quarterly for grades K-5. Students in grades 3-5 will engage in mini benchmark testing to determine progress on benchmark skills. Students in grades 1-2 will be assessed using Rigby. All students in grades K-5 will be assessed using FAIR. Results will be used to assist in meeting individual student needs. Students in grades K-5 will utilize iStation. Teachers and administration will monitor iStation reports. Teachers will utilize Data Binders for ongoing progress monitoring. Administration and the support staff will monitor teaching and learning by conducting classroom walk-throughs. In addition, administration will conduct monthly data talks with teachers regarding student achievement data. Tier III students will participate in small group lessons utilizing the appropriate Reading intervention program based on their weakness.

MATH: Tier 1 students at Tedder Elementary will participate in BAT I and II during September 2013 and January 2014. All of the Go Math Assessments will be administered based on the District Instructional Focus Calendars. Students in grades K-5 will utilize Think Central and Florida Achieves. Teachers will utilize Data database for ongoing progress monitoring. The data database will include GO Math Assessment results, BAT 1 and II and FCAT Explorer Math (5th grade). Tier II students will utilize the Go Math Intervention Program based on the student individual needs (Strategic or Intensive). Tier III students will utilize the appropriate Math intervention program based on the students' needs and/or appropriate ELL Math Resources based on the individual students needs. Weekly data will be kept in Data database and reviewed at monthly data chats. The data sources for Tier II and III will be the Intervention records and progress monitoring graphs generated for individual students.

SCIENCE: Tedder Elementary will administer BAT I and BAT II during September and January to all fifth grade students.

Students will be assessed utilizing the FCAT Science mini-assessments as a guide, diagnostic, and remediation tools. Teachers will utilize Data database for ongoing progress monitoring including BAT data, Mini BAT results, monthly FCAT Explorer Science reports, and ongoing classroom assessments.

WRITING: Writing is taught across all contents. All students will participate in monthly writing prompts. Results will be kept in the Tedder Database and reviewed at Data Chats and to identify Tier II and III students.

BEHAVIOR: All staff will utilize Virtual Counselor and BASIS to document referrals based on district guidelines and Tedder Elementary's Discipline Plan. All staff will utilize the Bullying Management System to document bullying referrals. Tedder Elementary utilizes CHAMPs as their school-wide behavior plan.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

All staff are in-serviced on the RtI framework and the problem solving process. Ongoing coaching for staff to develop appropriate interventions for struggling students. SAC reviews the SIP action steps monthly and makes recommendations.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

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). Students are grouped with other students that have similar skill deficits so instruction remains focused specific to their reading needs. Instruction is provided by one of five Reading Interventionists on a daily basis.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Reading Interventionists conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, Florida's Assessment for Instruction in Reading (FAIR), Phonics Inventory, and Phonological Awareness Inventory.

Who is responsible for monitoring implementation of this strategy?

School-based Reading Coach is responsible for monitoring implementation of extended learning. Reading Interventionists meet with the Reading Coach weekly to plan lessons and share data. All progress monitoring data is monitored by the Reading Coach to ensure students are on track for accelerated learning and skill recovery.

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

ESOL Coordinator is responsible for monitoring the use of iStation by all students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Stacey Brown	Reading Resource Specialist
Selena Thompson	Reading Interventionist
Marisa Fishlock	Principal
Beth Escobar-Diaz	Teacher
Abby Feinman	Teacher
Joanna Macknis	Teacher
Susan Sarabyn	Teacher
Katherine O'Hare	Teacher

How the school-based LLT functions

The school-based Literacy Leadership Team (LLT) will meet monthly to develop and implement school-wide literacy initiatives. The LLT meetings will be facilitated by the Reading Coach. All members of the LLT will work together to establish literacy-based activities and practices that will support the school-wide goals for reading and writing. The LLT will participate and facilitate literacy focused Professional Learning Community Meetings throughout the school year.

Major initiatives of the LLT

Major initiatives of the LLT for the 2013-14 school year include:

- Participate and facilitate literacy focused Professional Learning Community meetings throughout the school year.
- 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	29%	No	59%
American Indian				
Asian				
Black/African American	53%	27%	No	57%
Hispanic	58%	33%	No	62%
White	79%	58%	No	81%
English language learners	48%	19%	No	53%
Students with disabilities	53%	27%	No	58%
Economically disadvantaged	53%	30%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	21%	30%
Students scoring at or above Achievement Level 4	12	4%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	183	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	225	75%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	98	35%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	48	17%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	17%	23%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	36%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	32%	No	57%
American Indian				
Asian				
Black/African American	48%	28%	No	54%
Hispanic	58%	44%	No	62%
White	73%	42%	No	75%
English language learners	45%	23%	No	51%
Students with disabilities	50%	29%	No	55%
Economically disadvantaged	52%	32%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	17%	23%
Students scoring at or above Achievement Level 4	36	12%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	165	55%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	198	66%	72%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	30%	36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	658	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	6%	2%
Students retained, pursuant to s. 1008.25, F.S.	31	9%	6%
Students who are not proficient in reading by third grade	208	65%	60%
Students who receive two or more behavior referrals	28	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	5%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Tedder Elementary requires each parent to participate in at least two teacher parent conferences a year. Parents of active ELL students are invited to attend a yearly ELL committee meeting to discuss the progress of their child.

Open House for all parents is scheduled for September 11, 2013. Parent Link, flyers and school's website will be utilized to encourage parent attendance.

A K-5 Curriculum Family Night will be held in the fall to educate parents on ways to help their child at home.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By May 2014, at least 75% of parents will have had two face-to-face parent conferences with their child's teacher.	401	60%%	75%%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

- G1.** By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.
- G2.** By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.

Goals Detail

G1. By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- The SIOP Model implemented in all third and fourth grade classrooms.
- One hour of additional reading instruction provided throughout the day to target skill deficits of all students, including ELL.
- All fourth grade A1, A2, and B1 and all third grade B1 students will receive an additional 30 minutes of ELL instruction in addition to their daily instruction.
- A1, A2 and B1 ELL students will utilize iStation for a minimum of 90 minutes a week.

Targeted Barriers to Achieving the Goal

- Teachers struggle to plan for ELL students maintaining the rigor of grade level appropriate tasks without watering down the curriculum and expectations.

Plan to Monitor Progress Toward the Goal

Principal and ESOL Coordinator will review FAIR data for all ELL students to determine effectiveness of strategies in increasing percentage of students meeting proficiency in reading. Principal and ESOL Coordinator will review BAT 2 data to determine the effectiveness of strategies in increasing percentage of students meeting proficiency in reading.

Person or Persons Responsible

Principal, Marisa Fishlock ESOL Coordinator, Jacqueline Sarrasin

Target Dates or Schedule:

January 24, 2014

Evidence of Completion:

BAT data will be collected and reviewed by administration and ESOL Coordinator. FAIR data will be collected and reviewed by administration and ESOL Coordinator.

G2. By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- All third grade students receive an hour of additional reading instruction daily.
- Five Reading Interventionists and the school-based Reading Coach provide daily reading instruction to all third grade students during the additional hour.

Targeted Barriers to Achieving the Goal

- Instruction provided to students during reading does not adequately address their skill deficits causing students to fall further behind.

Plan to Monitor Progress Toward the Goal

Principal and Reading Coach will review Benchmark Assessment Test (BAT) data for all third grade students to determine effectiveness of strategies in increasing percentage of students scoring level 2 or higher on the FCAT 2.0 reading assessment.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule:

January 24, 2014

Evidence of Completion:

BAT data will be collected and reviewed by administration and Reading Coach. List of students not scoring comparatively to a level 2 on the BAT will be submitted to Principal.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.

G1.B1 Teachers struggle to plan for ELL students maintaining the rigor of grade level appropriate tasks without watering down the curriculum and expectations.

G1.B1.S1 Teachers will collaboratively plan effective lessons for all ELL students.

Action Step 1

Administration will restructure master schedule to accommodate common planning for all kindergarten through fifth grade teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Master schedule will include common planning time for all grade levels.

Action Step 2

Teachers will attend professional development to learn about the SIOP model for making content comprehensible for English Learners.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

August 16, 2013 through May 2014

Evidence of Completion

Attendance records will be maintained by administration.

Action Step 3

Teachers will develop and maintain lesson plans using a template highlighting the ESOL strategies and Language Objective for each lesson.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013 to June 2014

Evidence of Completion

Lesson Plans will be monitored by administration. Lesson Plan template will be provided to include ESOL strategies and Language Objective.

Action Step 4

Classroom teachers will continue to participate in on-going professional development throughout the school-year to refine planning and implementation of the SIOP model into their daily classroom practice.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

June 8, 2014

Evidence of Completion

Attendance records will be maintained by administration. PLC agendas and minutes will be maintained by Inservice Facilitator

Facilitator:

SIOP Trainers/ ESOL Facilitator/ District ESOL Support

Participants:

Classroom Teachers

Action Step 5

Teachers will receive support through the coaching cycle to better implement ESOL strategies appropriate for all students.

Person or Persons Responsible

Classroom Teachers ESOL Facilitator District ESOL Support

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Coaching logs will be submitted to administration. Schedules which reflect coaching support will be submitted to administration.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Administration and District ESOL Support Contact will conduct classroom walk-throughs to monitor fidelity of planning and implementation

Person or Persons Responsible

Administration, Marissa Fishlock and Shinita Beavers ESOL Support Contact

Target Dates or Schedule

December 1, 2013

Evidence of Completion

Classroom walk-through documentation will be maintained by administration. Calendar of visits from District ESOL Support Contact will be provided to administration.

Plan to Monitor Effectiveness of G1.B1.S1

Principal and ESOL Coordinator will review progress monitoring data to determine the effectiveness of planning and lesson delivery.

Person or Persons Responsible

Administration, Marisa Fishlock and Shinita Beavers ESOL Facilitator, Jacqueline Sarrasin Reading Coach, Stacey Brown

Target Dates or Schedule

June 8, 2014

Evidence of Completion

Progress monitoring data will be submitted to administration.

G2. By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.

G2.B1 Instruction provided to students during reading does not adequately address their skill deficits causing students to fall further behind.

G2.B1.S1 All students will be assessed in reading using the Florida's Assessment for Instruction in Reading (FAIR), Phonics Inventory, and STAR Reading assessments the first three weeks of school.

Action Step 1

Reading Coach will develop schedule for assessing all third grade students with FAIR and STAR.

Person or Persons Responsible

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit schedule for assessments to Principal.

Action Step 2

Reading Interventionists will provide opportunities during the additional hour for students to take the FAIR and STAR assessments.

Person or Persons Responsible

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit assessment data reports for all third grade students to Principal.

Facilitator:

Stacey Brown, Reading Coach

Participants:

Stacey Brown, Reading Coach

Action Step 3

Reading Coach and Classroom Teachers will administer the phonics inventory to third grade students in need of additional testing.

Person or Persons Responsible

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit assessment data reports for all third grade students to Principal.

Facilitator:

Stacey Brown, Reading Coach

Participants:

Stacey Brown, Reading Coach

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Reading Coach will monitor the administration of the FAIR and STAR assessments for third grade students.

Person or Persons Responsible

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit assessment data reports for all third grade students to Principal.

Plan to Monitor Effectiveness of G2.B1.S1

Principal and Reading Coach will review progress monitoring data to determine the effectiveness of strategy implemented.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Progress monitoring data will be submitted to Principal.

G2.B1.S2 All third grade students will be grouped for intensive or enrichment instruction during the additional hour of reading based on the Florida's Assessment for Instruction in Reading (FAIR), Phonics Inventory, and STAR Reading results.

Action Step 1

Reading Coach and Reading Interventionists will group all third grade students for intensive or enrichment instruction during the additional hour of reading.

Person or Persons Responsible

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Names of all intervention/enrichment groups for third grade submitted to Marisa Fishlock, Principal. Students will be observed switching for one hour additional reading instruction daily. Data collected to group students will be submitted to Marisa Fishlock, Principal.

Facilitator:

Stacey Brown, Reading Coach

Participants:

Stacey Brown, Reading Coach

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Principal and Reading Coach will review progress monitoring data to ensure all students are grouped appropriately.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Progress monitoring data from all Reading Interventionists will submitted to Principal and Reading Coach.

Plan to Monitor Effectiveness of G2.B1.S2

Principal and Reading Coach will review all progress monitoring data collected to ensure students are on track for making gains in reading. Reading Coach will regroup or modify the instruction of any student not showing to be on track for making gains in reading.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule

October 18,2013

Evidence of Completion

Reading Interventionists will submit progress monitoring data to Principal and Reading Coach. List of students not on track for making gains will be submitted to Rtl team and Principal. Adjustments in groups or modifications in instruction will be documented for all students not on track for making gains in reading.

G2.B1.S3 Reading Coach will plan weekly with Reading Interventionists to ensure materials and instruction are aligned to address the skill deficits of each intervention group and meet the needs of all third grade students.

Action Step 1

Reading Interventionists will monitor student progress and adjust instruction accordingly based on data.

Person or Persons Responsible

Reading Interventionists

Target Dates or Schedule

October 1, 2013-June 6, 2014

Evidence of Completion

Progress monitoring data

Action Step 2

Reading Coach and Administration will monitor implementation of instruction offered to students during the extended hour.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

October 1, 2013 to June 6, 2014

Evidence of Completion

Classroom walkthrough, iObservation, and lesson plans

Action Step 3

Reading Coach will identify materials that are aligned to student needs.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Tedder Extended Day plan will be developed. This plan defines the alignment of students needs, materials and resources.

Facilitator:

Reading Coach

Participants:

Reading Interventionists

Action Step 4

Reading Coach will plan weekly with Reading Interventionists.

Person or Persons Responsible

Marisa Fishlock, Principal

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Lesson plans for daily reading intervention/enrichment for third grade will be maintained and submitted to Principal twice a year.

Facilitator:

Reading Coach

Participants:

Reading Interventionists

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Principal and Reading Coach will review progress monitoring data to ensure students are on track for making gains in reading.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule

October 18, 2013

Evidence of Completion

Progress monitoring data will be submitted to Principal.

Plan to Monitor Effectiveness of G2.B1.S3

Principal and Reading Coach will review progress monitoring data to identify students that are not on track for making learning gains and adjust group/intervention accordingly.

Person or Persons Responsible

Marisa Fishlock, Principal Stacey Brown, Reading Coach

Target Dates or Schedule

October 18, 2013

Evidence of Completion

Progress monitoring data will be submitted to Principal. List of students not on track for making gains in reading will be submitted to Principal.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 and one full-time paraprofessional to 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. A Relationship Manager, Stephanie Manfra, will work directly with our school to complete the Healthy Schools Inventory and Action Plan that will assess our school environment and identify resources for implementation.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.

G1.B1 Teachers struggle to plan for ELL students maintaining the rigor of grade level appropriate tasks without watering down the curriculum and expectations.

G1.B1.S1 Teachers will collaboratively plan effective lessons for all ELL students.

PD Opportunity 1

Classroom teachers will continue to participate in on-going professional development throughout the school-year to refine planning and implementation of the SIOP model into their daily classroom practice.

Facilitator

SIOP Trainers/ ESOL Facilitator/ District ESOL Support

Participants

Classroom Teachers

Target Dates or Schedule

June 8, 2014

Evidence of Completion

Attendance records will be maintained by administration. PLC agendas and minutes will be maintained by Inservice Facilitator

G2. By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.

G2.B1 Instruction provided to students during reading does not adequately address their skill deficits causing students to fall further behind.

G2.B1.S1 All students will be assessed in reading using the Florida's Assessment for Instruction in Reading (FAIR), Phonics Inventory, and STAR Reading assessments the first three weeks of school.

PD Opportunity 1

Reading Interventionists will provide opportunities during the additional hour for students to take the FAIR and STAR assessments.

Facilitator

Stacey Brown, Reading Coach

Participants

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit assessment data reports for all third grade students to Principal.

PD Opportunity 2

Reading Coach and Classroom Teachers will administer the phonics inventory to third grade students in need of additional testing.

Facilitator

Stacey Brown, Reading Coach

Participants

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Reading Coach will submit assessment data reports for all third grade students to Principal.

G2.B1.S2 All third grade students will be grouped for intensive or enrichment instruction during the additional hour of reading based on the Florida's Assessment for Instruction in Reading (FAIR), Phonics Inventory, and STAR Reading results.

PD Opportunity 1

Reading Coach and Reading Interventionists will group all third grade students for intensive or enrichment instruction during the additional hour of reading.

Facilitator

Stacey Brown, Reading Coach

Participants

Stacey Brown, Reading Coach

Target Dates or Schedule

September 13, 2013

Evidence of Completion

Names of all intervention/enrichment groups for third grade submitted to Marisa Fishlock, Principal. Students will be observed switching for one hour additional reading instruction daily. Data collected to group students will be submitted to Marisa Fishlock, Principal.

G2.B1.S3 Reading Coach will plan weekly with Reading Interventionists to ensure materials and instruction are aligned to address the skill deficits of each intervention group and meet the needs of all third grade students.

PD Opportunity 1

Reading Coach will identify materials that are aligned to student needs.

Facilitator

Reading Coach

Participants

Reading Interventionists

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Tedder Extended Day plan will be developed. This plan defines the alignment of students needs, materials and resources.

PD Opportunity 2

Reading Coach will plan weekly with Reading Interventionists.

Facilitator

Reading Coach

Participants

Reading Interventionists

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Lesson plans for daily reading intervention/enrichment for third grade will be maintained and submitted to Principal twice a year.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.	\$5,395
G2.	By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.	\$2,000
Total		\$7,395

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title 1	\$5,395	\$0	\$5,395
General Budget	\$0	\$2,000	\$2,000
Total	\$5,395	\$2,000	\$7,395

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By Spring 2014, all kindergarten through fifth grade ELL students will demonstrate an increase in reading proficiency.

G1.B1 Teachers struggle to plan for ELL students maintaining the rigor of grade level appropriate tasks without watering down the curriculum and expectations.

G1.B1.S1 Teachers will collaboratively plan effective lessons for all ELL students.

Action Step 2

Teachers will attend professional development to learn about the SIOP model for making content comprehensible for English Learners.

Resource Type

Professional Development

Resource

Phonics for Reading

Funding Source

Title 1

Amount Needed

\$5,395

G2. By Spring 2014, the percentage of all third grade students scoring level 2 or higher on the FCAT 2.0 reading assessment will increase.

G2.B1 Instruction provided to students during reading does not adequately address their skill deficits causing students to fall further behind.

G2.B1.S3 Reading Coach will plan weekly with Reading Interventionists to ensure materials and instruction are aligned to address the skill deficits of each intervention group and meet the needs of all third grade students.

Action Step 3

Reading Coach will identify materials that are aligned to student needs.

Resource Type

Evidence-Based Program

Resource

SIOP Professional development conducted by SIOP trainer. 2 days of professional development was offered.

Funding Source

General Budget

Amount Needed

\$2,000