

Broward County Public Schools

Tedder Elementary School



2022-23 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: 8/9/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (58%) 2017-18: C (44%)
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	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Lawrence, Denise	Principal	<p>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</p>
Frye, James	Assistant Principal	<p>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</p> <p>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</p>
Collins, LaChanda	Reading Coach	<p>The position will model, coach, observe, and assist personnel at the school sites to use Research Based ELA strategies with the Comprehensive Curriculum</p>

Name	Position Title	Job Duties and Responsibilities
		effectively for instruction and assessment. she will facilitate learning activities in the classroom using ELA strategies from each Professional Development training session. Responsibilities: Plan and provide modeling, coaching, planning, or observing with each teacher using effective ELA 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.
Allen, Vonda	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. 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.
Juba, Carmen	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.

Demographic Information

Principal start date

Tuesday 8/9/2022, Denise Lawrence

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

577

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	97	92	87	120	77	103	0	0	0	0	0	0	0	576
Attendance below 90 percent	43	35	24	25	19	23	0	0	0	0	0	0	0	169
One or more suspensions	0	1	2	6	6	11	0	0	0	0	0	0	0	26
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 2022 statewide FSA ELA assessment	0	0	0	57	28	34	0	0	0	0	0	0	0	119
Level 1 on 2022 statewide FSA Math assessment	0	0	0	42	23	37	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	2	2	2	35	7	7	0	0	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	45	32	50	0	0	0	0	0	0	0	133

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	2	35	7	7	0	0	0	0	0	0	0	55
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/2/2022

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
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	

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
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	58%	56%				44%	59%	57%
ELA Learning Gains	63%						66%	60%	58%
ELA Lowest 25th Percentile	50%						67%	54%	53%
Math Achievement	47%	54%	50%				59%	65%	63%
Math Learning Gains	76%						71%	66%	62%
Math Lowest 25th Percentile	64%						66%	53%	51%
Science Achievement	31%	59%	59%				30%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-28%				
05	2022					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-49%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	49%	-25%	53%	-29%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	72	80	54	70		47				
ELL	37	64	52	47	77	66	29				
BLK	39	67	61	42	78	76	29				
HSP	40	59	35	56	74	43	32				
FRL	41	64	57	49	77	72	34				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 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 compared to our 2021 FSA scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Tedder Elementary greatest need for improvement is ELA. Based on 2021-2022 FSA ELA results, Tedder Elementary achieved 39% 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?

Tedder Elementary greatest need for improvement is ELA. Based on 2018-2019 FSA Math results, Tedder Elementary achieved 44% in ELA proficiency, 63% of our students made a learning gain, and 50% of our lowest quartile made a learning gain.

What data components, based off progress monitoring and 2022 state assessments, showed the most 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 plans 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 were the contributing factors to this improvement? What new actions did your school take in this area?

Tedder Elementary had emphasis on small group instruction. Students were provided additional intensive small group instruction 5 days a week for 45 minutes by a support staff member. Teachers planned lessons based on the group individual needs and was monitored by monthly assessments. 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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 ELA FSA scores, the ELA achievement was 39% which was below the district and state levels. Tedder's teachers utilize Benchmark Advance and its components to increase student engagement during their instructional lessons. Therefore, we will continue to provide training for teachers to ensure the BEST standards is embedded into lesson plans allowing for effective ELA standards-based instruction. Utilizing Benchmark Advance will positively impact student achievement and increase our student proficiency in ELA content area.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, Tedder FAST ELA will increase by 5% in ELA proficiency by implementing best practices and strategies from Benchmark Advance.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through Benchmark Advance Unit Assessments, Mastery Checks and weekly lessons requirements. The instructional staff will partake in data chats with administrative staff.

Person responsible for monitoring outcome:

Denise Lawrence
 (denise.lawrence@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The Benchmark Advance program being implemented will increase the academic proficiency by promoting the strategies that will increase student engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Benchmark Advance will provide teachers with the framework to increase student engagement and achievement

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2022 end of year reading assessment 65% of primary students are predicted to score below proficiency on their FAST assessment. Tedder's teachers utilize Benchmark Advance and its components to increase

student engagement during their instructional lessons. Therefore, we will continue to provide training for teachers to ensure the BEST standards is embedded into lesson plans allowing for effective ELA standards-based instruction. Utilizing Benchmark Advance will positively impact student achievement and increase our student proficiency in ELA content area.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 ELA FSA scores, 61% of our students were not proficient on their ELA reading assessment. Tedder's teachers utilize Benchmark Advance and its components to increase student engagement during their instructional lessons. Therefore, we will continue to provide training for teachers to ensure the BEST standards is embedded into lesson plans allowing for effective ELA standards-based instruction. Utilizing Benchmark Advance will positively impact student achievement and increase our student proficiency in ELA content area.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, Tedder Star ELA Assessment will increase by 10% in ELA proficiency by implementing best practices and strategies from Benchmark Advance

Grades 3-5: Measureable Outcome(s)

By June 2023, Tedder FAST ELA will increase by 10% in ELA proficiency by implementing best practices and strategies from Benchmark Advance

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This Area of Focus will be monitored through Benchmark Advance Unit Assessments, Mastery Checks and weekly lessons requirements. The instructional staff will partake in data chats with administrative staff.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lawrence, Denise, denise.lawrence@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Benchmark Advance program is aligned to the BEST standards and if implemented with fidelity will increase the academic proficiency by promoting the strategies that will increase student engagement.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Benchmark Advance will provide teachers with the framework to increase student engagement and achievement by providing various resources to remediate and enrich BEST standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning- Teachers will received professional learning on utilizing Benchmark Advance Curriculum.	Frye, James, james.fryejr@browardschools.com
Literacy Coaching	Lawrence, Denise, denise.lawrence@browardschools.com
Assessment- Students will be assessed through unit assessments. Data Chats will be conducted after each unit assessment.	Lawrence, Denise, denise.lawrence@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 Behavior Tech work with teachers to provide students with resources to deal with the identified concerns students may have.