

Broward County Public Schools

Tedder Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Tedder Elementary School

4157 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 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>
Davis, Nicole	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 effectively for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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</p>
Allen, Vonda	Math Coach	<p>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.</p>
Juba, Carmen	Teacher, ESE	<p>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.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school improvement plan is reviewed and discussed at monthly School Advisory Council meetings giving all stakeholders the opportunity to provide input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is monitored through our weekly leadership meetings to ensure we are closing the achievement gap and focusing on our overall academic goals. During these meetings we review data and make adjustments to our instructional plan to ensure we meet our SIP goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History
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Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	40	38	29	29	20	23	0	0	0	179
One or more suspensions	0	0	0	2	4	2	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	47	46	51	43	44	34	0	0	0	265
Level 1 on statewide Math assessment	0	29	47	37	43	31	0	0	0	187
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	9	25	55	35	25	0	0	0	153

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	41	52	55	49	35	0	0	0	248

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	5	7	18	3	4	0	0	0	47
Students retained two or more times	5	4	1	1	2	4	0	0	0	17

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	35	24	25	19	23	0	0	0	169
One or more suspensions	0	1	2	6	6	11	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	57	28	34	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	42	23	37	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	2	35	7	7	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	3	45	32	50	0	0	0	133

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	35	24	25	19	23	0	0	0	169
One or more suspensions	0	1	2	6	6	11	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	57	28	34	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	42	23	37	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	2	35	7	7	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	3	45	32	50	0	0	0	133

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	56	53	39	58	56	36		
ELA Learning Gains				63			48		
ELA Lowest 25th Percentile				50			61		
Math Achievement*	43	62	59	47	54	50	31		
Math Learning Gains				76			32		
Math Lowest 25th Percentile				64			32		
Science Achievement*	37	48	54	31	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	64			48		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	191
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL	55			
AMI				
ASN				
BLK	57			
HSP	51			
MUL				
PAC				
WHT				
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			43			37					50
SWD	35			32							4	21
ELL	31			45			35				5	50
AMI												
ASN												
BLK	34			41			26				5	50
HSP	32			47			52				5	50
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	35			44			38				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	63	50	47	76	64	31					64
SWD	40	72	80	54	70		47					38
ELL	37	64	52	47	77	66	29					64
AMI												
ASN												
BLK	39	67	61	42	78	76	29					60
HSP	40	59	35	56	74	43	32					71
MUL												
PAC												
WHT												
FRL	41	64	57	49	77	72	34					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	48	61	31	32	32	20					48
SWD	21	28		29	28		9					47
ELL	36	45	50	27	29	23	21					48
AMI												
ASN												
BLK	35	53	80	26	34	36	22					53
HSP	36	37		38	25		16					44
MUL												
PAC												
WHT												
FRL	40	49	55	34	31	25	22					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	56%	-20%	54%	-18%
04	2023 - Spring	32%	61%	-29%	58%	-26%
03	2023 - Spring	29%	53%	-24%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	62%	-22%	59%	-19%
04	2023 - Spring	34%	65%	-31%	61%	-27%
05	2023 - Spring	50%	58%	-8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	46%	-18%	51%	-23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2022-2023 school's data ELA showed the lowest performance. The contributing factors for this need for improvement was teachers using data to align instruction and utilizing a variety of resources that meets the needs of all students 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

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2022-2023 school's data ELA showed the greatest decline from the prior year. The factors contributing to this decline is the lack of resources due to budget. During the 2021-2022 school year Tedder Elementary utilize I-Ready to remediate and enrich students based on their individual needs. Teachers had the opportunity to use teacher tool box to differentiate lessons in reading. In addition, to assigning teacher assigned lessons to assist with remediation and enrichment. Another barrier was the lack of ELO funding. During the 2021-2022 school year Tedder Elementary started ELO camp in October to assist with providing additional small group direct instruction to students 2 times a week. This additional opportunity assisted us with closing the reading gap.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap compared to the state is ELA. The contributing factors for this need for improvement was using data to align instruction and the implementation of learning new curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

We dropped in all components by less than 5% points based on the 2022-2023 school data compared to the 2021-2022 overall data. However, students made tremendous growth from PM1-PM3 in ELA and Math. The new actions that we will put into place this school year are implementing a math specials for 3rd grade students, science specials for 5th grade students, departmentalizing specific classes based on data, and by starting ELO in October to provide direct small group instruction to our bottom quartile and on grade level students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two potential areas of concerns is the amount of students that missed 10% or more days and the amount of students that scored a level 1 in the areas of reading and math.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decreased our overall deficiencies in Reading.
2. Decreased our overall deficiencies in Math
3. Decreased the amount of students that were absent 10% or more days.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Early Warning Systems, 179 students missed 10% or more days in school.

Measurable Outcome:

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

By June 2024, Tedder Elementary will decreased the amount of students that missed 10% or more days to 5% or less days.

Monitoring:

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

The area of focus will be monitored through monthly attendance meetings.

Person responsible for monitoring outcome:

Denise Lawrence (denise.lawrence@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are implementing an attendance to promote students attending school each day. Classes that has the most perfect attendance days during the month will received the attendance class of the month and an ice cream party.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will motivate students to come to school each day and will have a direct impact on our student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Early Warning Systems, 179 students missed 10% or more days in school.

Measurable Outcome:

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

By June 2024, Tedder Elementary will decreased the amount of students that missed 10% or more days to 5% or less days.

Monitoring:

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

The area of focus will be monitored through monthly attendance meetings.

Person responsible for monitoring outcome:

Denise Lawrence (denise.lawrence@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are implementing an attendance to promote students attending school each day. Classes that has the most perfect attendance days during the month will received the attendance class of the month and an ice cream party.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will motivate students to come to school each day and will have a direct impact on our student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 PM3 STAR assessment more than 50% 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 related to Reading/ELA

Based on the 2023 ELA FAST scores, 67% 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 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 Measurable Outcomes

By June 2024, Tedder Star ELA Assessment will increase by 20% in ELA proficiency by implementing best practices and strategies from Benchmark Advance

Grades 3-5 Measurable Outcomes

By June 2024, Tedder FAST ELA will increase from 33% to 43% in ELA proficiency by implementing best practices and strategies from Benchmark Advance.

Monitoring

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 impact student achievement outcomes.

This Area of Focus will be monitored through Benchmark Advance Unit Assessments, I-Ready 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

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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.	Lawrence, Denise, denise.lawrence@browardschools.com
Teachers will engage in bi-weekly literacy meetings to assist with the implementation of Benchmark Advance.	Lawrence, Denise, denise.lawrence@browardschools.com
Assessment-Leadership team will use assessment data to conduct data chats and make adjustments to instructional plan based on data.	Lawrence, Denise, denise.lawrence@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated at our SAC meeting, school website, and copies will be in the office for parents to have as they visit the school.

<https://www.browardschools.com/tedder>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will conduct quarterly parent events in the areas of Literacy, Math, and Science. In addition, parents will have the opportunity to provide feedback at our monthly SAC meetings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school will implement an extended learning camp. The camp will provide small group intensive instruction in reading and math by a certified teacher. The camp will run two days a week for a total of four hours a week. In addition, students will have the opportunity to engage in small group learning by our academic coaches during the school day to assist with remediation and enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Using the ESSA funds, we are awarded the opportunity to implement an ELO camp and utilize an ESSER teacher to assist us with meeting our SIP goals.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We deliver school counseling programs that improve student outcomes. We lead, advocate, and collaborate to promote equity and access for all students by connecting our school counseling programs to our academic mission and school improvement plan. All staff has been trained in the evidence-based, nationally recognized youth mental health awareness and assistance program to help us identify and understand the signs of mental health concerns and substance use disorders, which provides personnel with the next steps to find help for a student who is developing or experiencing mental health concerns or a substance use disorder. Our on-site social worker supports students and families through counseling and helping them develop the emotional and social skills needed to be successful.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use the Multi-Tiered System of Support (MTSS) framework to help identify students with behavioral and social-emotional challenges by providing them with differentiated support based on their needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We utilize professional learning communities to ensure teachers, paraprofessionals, and other school personnel improve instruction. We use this ongoing process to work collaboratively in recurring cycles of

collective inquiry and action research to achieve better results for the students we serve. Additionally, we promote offerings through our district professional development platform, Learning Across Broward. Our recruitment process allows us to carefully identify the talented individuals that will make up your team, and retain these individuals for the long run.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Every year we conduct a kindergarten round-up to provide families and students with an opportunity to familiarize themselves with the campus and teachers to ensure there is a smooth transition from preschool to elementary. Also, we have our guidance, ESE specialist, and social worker on-site to assist with meeting the needs of individual students and/or their families.