Tamarac Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Tamarac Elementary School

7601 N UNIVERSITY DR, Tamarac, FL 33321

[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Garrick, Richard	Principal	The principal is the instructional leader of the school who provides a safe learning environment and oversees school operations. The principal ensures student social-emotional and academic needs are met.
Dorman, Kristen	Assistant Principal	The assistant principal provides support to faculty and staff, communicates with stakeholders, oversees the response to intervention process, and assists the principal in managing safety, security, and school operations.
Bodden, Tanya	Other	The ESE specialist is responsible for coordinating all required ESE meetings. She assists general education teachers of students with disabilities to implement the IEP and monitor progress of IEP goals.
German, Jeraldyne	Reading Coach	The literacy coach coaches teachers with implementing best practices in reading instruction. She assists teachers in analyzing progress monitoring data to inform literacy instruction. She participates in Response to Intervention meetings to assist in identifying appropriate interventions for students.
Glass, Jessica	Curriculum Resource Teacher	The resource teacher will provide interventions to struggling students and support the teachers in delivering differentiated instruction and analyzing data for data chats.
Small-Williams, Benita	Curriculum Resource Teacher	The resource teacher will provide interventions to struggling students and support the teachers in delivering differentiated instruction and analyzing data for data chats.
Hilaire, Dione	School Counselor	The guidance counselor serves as the Life-Skills and Wellness liaison for the school, ensuring that the social-emotional needs of the students are met through whole group, small group, or individual lessons and/or counseling.
Feis, Rebecca	Other	The Autism Coach provides academic and behavioral support to the teachers and students in the Autism Special Program.
Wright, Chimere	Math Coach	The math coach is the school's math instructional leader. She coaches teachers and provides appropriate resources and curriculum materials that are supposed by best practices.
Magnani, Angela	Curriculum Resource Teacher	The resource teacher will provide interventions to struggling students and support the teachers in delivering differentiated instruction and analyzing data for data chats.

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 leadership team meets twice a month to discuss academic needs of the school and develop ongoing plans for improving student achievement. Action items from these discussions is shared with the staff and the leadership team supports staff in implementing these plans. Intervention plans through MTSS and utilization of resource teacher support will be carefully developed to meet the individual needs of students. Monthly SAC meetings are held to share updates to the SIP plan with all stakeholders including teachers, school staff, parents, and business partners.

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 leadership team meets twice a month to analyze school data (F.A.S.T., iReady, and district curriculum assessments) to review progress toward school improvement plan goals. When necessary, the SIP will be revised with updated action-steps to ensure continuous improvement. Additional monitoring will be conducted through classroom walkthroughs with a classroom walkthrough protocol. Teachers also have common planning and a communication form to communicate grade level academic data to share with administration. Grade-level and individual data chats are scheduled three times a year. When the data shows a need for improvement, adjustments will be made to the SIP.

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	88%
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) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	34	34	28	52	27	42	0	0	0	217
One or more suspensions	2	1	4	4	0	8	0	0	0	19
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	15	29	24	45	24	29	0	0	0	166
Level 1 on statewide Math assessment	0	16	26	35	24	43	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	19	36	6	9	0	0	0	83

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	10	30	29	52	23	40	0	0	0	184

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	7	14	12	42	29	49	0	0	0	153
Students retained two or more times	7	10	11	2	17	19	0	0	0	66

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	40	37	30	32	35	32	0	0	0	206
One or more suspensions	0	2	2	2	2	10	0	0	0	18
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	33	20	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	34	23	28	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	8	5	6	8	0	0	0	38

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	1	11	5	32	31	30	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	4	32	1	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	40	37	30	32	35	32	0	0	0	206
One or more suspensions	0	2	2	2	2	10	0	0	0	18
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	33	20	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	34	23	28	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	8	5	6	8	0	0	0	38

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	1	11	5	32	31	30	0	0	0	110

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	1	8	4	32	1	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	46	56	53	52	58	56	45		
ELA Learning Gains				68			52		
ELA Lowest 25th Percentile				56			55		
Math Achievement*	51	62	59	54	54	50	25		
Math Learning Gains				80			24		
Math Lowest 25th Percentile				68			32		
Science Achievement*	37	48	54	30	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	65			27		

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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	237
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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	473
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	25	Yes	1	1
ELL	49			
AMI				
ASN				
BLK	45			
HSP	51			
MUL	60			
PAC				
WHT	52			

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	46			

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	41			
ELL	53			
AMI				
ASN				
BLK	60			
HSP	56			
MUL	53			
PAC				
WHT	66			
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	46			51			37					65
SWD	21			23			37				4	
ELL	50			50			36				5	65
AMI												
ASN												
BLK	40			43			32				5	79
HSP	53			57			39				5	63
MUL	60			60							2	

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	46			61			50				4	
FRL	47			52			38				5	55

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	52	68	56	54	80	68	30					65
SWD	37	48	44	40	62	40	24					31
ELL	50	59	47	58	80		14					65
AMI												
ASN												
BLK	46	70	64	43	77	75	21					83
HSP	60	63	43	64	81	57	18					58
MUL	50			55								
PAC												
WHT	48	76		50	83		73					
FRL	50	66	54	49	77	67	25					71

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	45	52	55	25	24	32	20					27
SWD	24	47	40	17	16	10	11					14
ELL	43	62		26	36		10					27
AMI												
ASN												
BLK	42	46	50	19	26	33	14					10
HSP	42	63		26	31		23					29
MUL	60			40								
PAC												
WHT	56	65		38	19		31					
FRL	40	49	47	20	22	28	17					27

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	45%	56%	-11%	54%	-9%
04	2023 - Spring	60%	61%	-1%	58%	2%
03	2023 - Spring	33%	53%	-20%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	57%	65%	-8%	61%	-4%
05	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	46%	-14%	51%	-19%

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.

Science data showed the lowest performance at 32% proficiency. Since 2019, science has continued to be an area of struggle. The science assessment depends on students having the ability to read the question and answer choices. Struggling readers by nature have difficulty doing well on this test because it is text-dependent. Over the years, reading proficiency scores correlate with science proficiency scores. This indicates a need for an added focus on reading instruction in addition to ensuring all science content is covered.

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

ELA achievement showed a 7-point decline from 2022 to 2023. The main factor for this decline was the difference in assessment and tested standards.

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.

ELA in grade 3 showed the greatest gap compared to the state average. This grade level went through a lot of teacher changes in 22-23. This subgroup of students were also the students impacted by COVID school closures at the beginning of their education, causing a gap in foundational reading skills.

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

Science improved from 30% proficiency to 32% proficiency. There was an increased focus on students participating in hands-on science opportunities.

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

The biggest area of concern is the percent of students proficient in reading from last year's third grade class. These are now retained third graders and current fourth graders.

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

1. Improve ELA achievement
2. Improve Science achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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.

ELA achievement is paramount to achievement in all other areas. When students are proficient readers, their ELA achievement will improve. When students are proficient readers, they can comprehend the questions and content in the science assessment and have deeper understanding of what is being asked on math questions. If ELA acheivement improves, student data will increase in all subject areas.

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

By June 2024, ELA achievement in grades 3-5 will improve from 45% to 49%.

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

Administrators and instructional coaches will conduct frequent classroom walkthroughs with a specific walkthrough look-for protocol. During walkthroughs, observers will be looking for teaching and learning relevant to grade level benchmarks, teachers checking for student understanding, and utilization of small group instruction to meet the needs of all learners.

Person responsible for monitoring outcome:

Richard Garrick (richard.garrick@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.)

Teachers will implement strategies and lessons in ELA that align to the Science of Reading. Teachers will be taking a 3-part Science of Reading course through the district to learn research-based best practices in ELA instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Science of Reading (SOR), which is supported by research shows that targeting specific areas of instruction in reading will help to develop proficient readers. Teachers will attend SOR professional development sessions to learn about Science of Reading and resources to use to ensure their instructional practices are aligned with the initiative.

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.

Teachers in grades K-1 will implement Heggerty Phonemic Awareness program as a Tier 1 supplement.

Person Responsible: Jeraldyne German (jeraldyne.german@browardschools.com)

By When: In place as of August 21st, 2023.

Teachers will enroll in Science of Reading trainings.

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

By When: Beginning November 4th.

Benchmark Advance Phonics, SIPPS, or Reading Horizons Discovery (K-3) will be used as a Tier 2 or 3 interventions with students in K-5 who have deficits in the area of phonics.

Person Responsible: Jeraldyne German (jeraldyne.german@browardschools.com)

By When: In place as of August 2023.

Benchmark Advance (K-5) or Wordly Wise 3000 (2-5) will be used as a Tier 2 or 3 interventions with students who have deficits in the area of vocabulary and comprehension.

Person Responsible: Jeraldyne German (jeraldyne.german@browardschools.com)

By When: In place as of August 2023.

Benchmark Quick Reads (2-5) or Benchmark Advance Fluency Interventions (K-5) will be used as a Tier 2 or 3 interventions with students in K-5 who have deficits in the area of fluency.

Person Responsible: Jeraldyne German (jeraldyne.german@browardschools.com)

By When: In place as of August 2023.

Benchmark Advance Phonological Awareness will be used as a Tier 2 or 3 intervention with students in K-5 who have deficits in the area of phonological awareness.

Person Responsible: Jeraldyne German (jeraldyne.german@browardschools.com)

By When: In place as of August 2023.

Instructional support resource teachers will implement research-based programs that align with the Science of Reading to students who are identified as not predicted to demonstrate proficiency on the Florida Assessment of Student Thinking PM3 in English Language Arts .The data used to identify targeted students will be collected from the 2023 Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA) PM 1 & 2, and iReady ELA Diagnostic 1 & 2 assessments.

Person Responsible: Kristen Dorman (kristen.dorman@browardschools.com)

By When: In place as of August 2023.

#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.

A positive culture and environment is pivitol in increasing student achievement to reduce the number of disciplinary referrals. Student discipline can negatively impact student learning in the classroom and as students receive referrals that require suspension, they are missing learning opportunities in the classroom.

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

By June 2024, the core effectiveness (students with 0-1 referral) of the school-wide positive behavior plan will increase from 95.9% to 97% as evidenced by Office Discipline Referrals.

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

Disciplinary referrals will be monitored monthly.

Person responsible for monitoring outcome:

Kristen Dorman (kristen.dorman@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.)

A school-wide positive behavior plan is being implemented to focus on students following school expectations and a school-wide reward system is in place to hold students accountable for their positive behaviors.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Consistent school-wide expectations that are visible throughout the school will improve student behaviors. When students are held accountable for their positive behaviors and positively rewarded for demonstrating appropriate behavior, student behaviors will increase and there will be a decrease in student disciplinary referrals.

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.

Introduce and monitor the use of the Tamarac's Incentive Game Room and behavior chart with faculty and students.

Person Responsible: Kristen Dorman (kristen.dorman@browardschools.com)

By When: August 25th 2023-ongoing

Daily reminders on the morning announcements of Tiger's ROAR (school-wide expectations and rules).

Person Responsible: Dione Hilaire (dione.hilaire@browardschools.com)

By When: In place as of August 2023.

Place posters of school-wide expectations in different settings and encourage faculty to reinforce the expectations.

Person Responsible: Kristen Dorman (kristen.dorman@browardschools.com)

By When: In place, August 2023.

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

K-2 instructional practice will include a targeted focus on phonics and phonemic awareness. In addition to supporting foundational skills there is also a need for intervention with fluency, vocabulary, and comprehension.

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

Grades 3- 5 instructional practice shows a need for foundational reading skills including phonics and phonemic awareness. In addition to supporting foundational skills in intermediate, there is also a need for intervention with fluency, vocabulary, and comprehension.

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, the percent of students in grades K-2 who score at/above proficiency will increase from 57% to 61% on the PM3 STAR Early Literacy or Star Reading assessment.

Grades 3-5 Measurable Outcomes

By June 2024, students in grades 3-5 will increase ELA achievement from 45% to 49% on the PM3 ELA FAST assessment.

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.

Progress monitoring will include PM1 FAST (baseline), PM2 FAST (mid-year), and a PM3 FAST (summative) in the content of ELA. Along with FAST, Benchmark Advance Unit Assessments will be administered and utilized to progress monitor specific standards between the seasonal testing windows. As well as utilizing the iReady growth monitoring diagnostic assessments. Grade-level and individual data chats will be conducted after each of the three data collection periods to review student progress toward the goal.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Garrick, Richard, richard.garrick@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?

-Students identified as needing tier 2 or 3 intervention in reading will receive those interventions and be monitored through the Response to Intervention (RtI) process. The master schedule for the school has been designed to include an intervention block at the beginning of each day called WIN (What I Need). At this time, students travel to the teacher at the school who is delivering the intervention that best addresses their area of deficit.
-After-school tutoring through Extended Learning Opportunities (ELO) Camps will be offered to students who are identified as needing additional support to reach grade-level proficiency.
-Teachers will join Professional Learning Communities (PLCs) to enhance their knowledge and craft on best practices in instruction.

-Supplemental resources will be used to enhance Tier 1 instruction or be used for Tier 2 or Tier 3 (ex: Heggerty, iReady, Benchmark Advance Intervention).

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?

The above-mentioned practices and programs address the need for increasing achievement in ELA and have evidence to support that consistent utilization and monitoring of these practices will increase student achievement.

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
Under literacy leadership, reading endorsed teachers will be assigned and tasked to implement interventions aligned with Science of Reading to identified students with a reading deficit. Literacy Coaching will support teachers in modalities that include discussion, modeling, and/or helping to implement differentiated instructional practices in the classrooms, according to student needs. Literacy coaching will also include meeting with teachers to analyze and develop actionable steps to support reading instruction based on the needs of students. Professional Learning Communities will be based on the area of reading instruction that teachers would like to develop or share their best practices. The communities will also use data taken from the FAST PM1 assessment to identify students who have a deficit in the different areas of reading. With the data collected, the collaborating team will meet to create a specific goal tailored to a grade level. As a professional team, weekly meeting will include the discussion of best practices and progress monitoring.	Dorman, Kristen, kristen.dorman@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 is shared with stakeholders through the school's website. It is also routinely shared at monthly School Advisory Council meetings. Information from the SIP is shared with families at our family nights. For example, the school goals, strategies to help children reach academic goals/proficiency, and understanding the state benchmarks and assessments.

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))

The school's Family Engagement Plan is available for parents to view on the school website. Parents are invited to participate in many events throughout the school year, including: meet and greet, open house, PTA-sponsored events, family curriculum nights, and awards assemblies. Parents are kept informed about their child's progress through assessment reports, interim reports, report cards, and parent-teacher conferences.

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's master calendar was strategically designed to maximize instructional time. Science of Reading training for teachers will provide teachers with the professional development they need to ensure the curriculum is enriched and accelerated for all learners in English Language Arts.

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))

n/a

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))

The school counselor is held responsible for implementing the School Counseling Plan and the Life Skills and Wellness Plan for the school year. These plans include mental health services, student support services, and mentoring services. Other outside organizations and agencies are also utilized to support these initiatives.

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).

The school utilizes a tiered model to address behaviors and interventions through Response to Intervention. As students' needs arise, they are given tiered interventions to address their needs (behaviorally or academically) and they are closely monitored to determine if the interventions are making a positive impact for the student. If they are not making a positive impact, then the intervention is changed or intensified.

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))

Teachers will receive Science of Reading training by the district. Teachers are highly encouraged to participate in Professional Learning Communities and to share thier learning with paraprofessionals. New educators are given a mentor to help guide them in their first year of teacher in hopes of retaining effective teachers.

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))

In addition to the pre-kindergarten programs that are available at the school, Tamarac hosts a yearly Kindergarten Round Up presentation where local families are invited to learn more about what the school has to offer and help transition students from pre-kindergarten to elementary school