

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TEDDER ELEMENTARY SCHOOL

District Name: Broward

Principal: Marisa Fishlock

SAC Chair: Andrea Furgal/Jennifer Prievo

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 3/14/2013

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

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| School Grades Trend Data |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|----------|------|--|------------------------------|--------------------------------|--|
| | | MA Guidance and Counseling BA Exercise and Sport Science Certifications: | | | 2011-2012 Tedder Elementary, Grade D, Reading Mastery 34%, Math Mastery 39%, Writing Mastery 72% 2010-2011 Liberty Elementary Grade A Reading Mastery 76% Math Mastery 76% Writing Mastery 91% Science Mastery 46% AYP: All subgroups made AYP in Reading by Safe Harbor; White subgroup made AYP in Math 2009-2010 Quiet Waters Elementary Grade A Reading Mastery 85%, Math Mastery 83%, Writing Mastery 92%, Science Mastery 57%. AYP: do not meet AYP for Black, Economically Disadvantage, and ELL in Math, Did not meet AYP in Black subgroup in Reading |

| | | | | | |
|-----------------|--------------------------|---|---|---|--|
| Principal | Marisa Fishlock | School Principal All Levels ESOL Endorsement Guidance and Counseling PK- 12, Physical Education 6-12 | 1 | 7 | <p>2008-2009 Quiet Waters Elementary Grade: A Reading Mastery 87%, Math Mastery 85%, Writing Mastery 96%, Science Mastery 49%. AYP: ELL subgroup in Math did not meet AYP</p> <p>2007-2008 Quiet Waters Elementary Grade: A Reading Mastery 85%, Math Mastery 86%, Writing Mastery 83%, Science Mastery 48%. AYP: All subgroups made AYP</p> <p>2006-2007 Quiet Waters Elementary Grade: A Reading Mastery 85%, Math Mastery 81%, Writing Mastery 86%, Science Mastery 58%. AYP: All subgroups made AYP</p> <p>2005-2006 Quiet Waters Elementary Grade A Reading Mastery 85%, Math mastery 81%, Writing Mastery 88% AYP: All subgroups met</p> |
| Assis Principal | Shinita Coachman-Beavers | Grades 1-6 Elementary Education; Educational Leadership | 7 | 7 | <p>2011-2012 Tedder Elementary, Grade D, Reading Mastery 34%, Math Mastery 39%, Writing Mastery 72%</p> <p>2010-2011 Tedder Elementary Grade C Reading Mastery 59%, Math Mastery 58%, Writing 73%, Science Mastery 33% AYP Students with Disabilities made AYP in Reading through Safe Harbor</p> <p>2009-2010 Tedder Elementary Grade C Reading Mastery 61%, Math Mastery 66%, Writing Mastery 76%, Science Mastery 28%. AYP: Hispanic Subgroup made AYP in Math</p> <p>2008-2009 Tedder Elementary Grade: A Reading Mastery 68%, Math Mastery 79%, Writing Mastery 90%, Science Mastery 41%. AYP: All subgroups except Students with Disabilities met AYP.</p> <p>2007-2008 Tedder Elementary Grade: B Reading Mastery 65%, Math Mastery 71%, Writing Mastery 81%, Science 31%. AYP: All subgroups except English Language Learners and Students with Disabilities met AYP</p> <p>2006-2007 Tedder Elementary Grade: B Reading Mastery 60%, Math Mastery 69%, Writing Mastery 8%, Science Mastery 25%. AYP: All subgroups except English Language Learners met AYP</p> |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------|---------------------------------|---------------------------------------|---|---|
| | | MA Literacy K-6 BA Childhood | | | <p>2011-2012 Tedder Elementary, Grade D, Reading Mastery 34%, Math Mastery 39%, Writing Mastery 72%</p> <p>2010-2011 Tedder Elementary Grade C Reading Mastery 59%, Math Mastery 58%, Writing 73%, Science Mastery 33% AYP Students with Disabilities made AYP in Reading through Safe Harbor</p> |

| | | | | | |
|---------|---------------|--|---|---|--|
| Reading | Andrea Furgal | Education K-6 Certifications: Elementary Ed. K-6, ESOL endorsement Reading K-12 | 7 | 1 | 2009-2010 Tedder Elementary Grade C Reading Mastery 61%, Math Mastery 66%, Writing Mastery 76%, Science Mastery 28%. AYP: Hispanic Subgroup made AYP in Math 2008-2009 Tedder Elementary Grade: A Reading Mastery 68%, Math Mastery 79%, Writing Mastery 90%, Science Mastery 41%. AYP: All subgroups except Students with Disabilities met AYP |
|---------|---------------|--|---|---|--|

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|----------------------------|---------------------------|---|
| 1 | When a position becomes available, Tedder Elementary follows Broward County procedures and contractual policies. | Marisa Fishlock, Principal | Ongoing | |
| 2 | Maintaining the Tedder Elementary website is a strategy used to recruit new teachers. | Ronette Yarbrough | Ongoing | |
| 3 | Weekly team meetings provide support to Tedder's faculty. | Team Leaders | 6/2013 | |
| 4 | Support staff members are assigned to faculty as a resource | Support Staff | 6/2013 | |
| 5 | NESS New Educator Support System is in place for all new teachers | Andrea Furgal | 6/2013 | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| | |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| None | |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 55 | 0.0%(0) | 16.4%(9) | 38.2%(21) | 40.0%(22) | 45.5%(25) | 100.0%(55) | 10.9%(6) | 5.5%(3) | 83.6%(46) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------|-----------------|-----------------------|--|
| | | | Weekly meetings, guidance with grade level |

| | | | |
|---------------------|--------------------------|---|---|
| Marie Taylor-Ciesco | Joanna Macknis | New second grade teacher to Tedder paired with teacher who has taught second grade for several years. | curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Susan Sarabyn | Franchon Hoard-Thompson | New third grade teacher to Tedder paired with a primary teacher. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Adina Lapaglia | Jacqueline Sarrasin | First year third grade teacher paired with third grade Team Leader | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Andrea Furgal | Jorge Molina | New third grade teacher to Tedder paired with Reading Coach. | Weekly team meetings, guidance with grade level curriculum, Utilizing Tedder' Technology, including SMART boards, SMART response systems, Electronic grade book; Understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; Managing Student Behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Allison Grossberg | Marguerite Thompson-Bush | New second grade teacher to Tedder paired with second grade Team Leader. | Weekly team meetings, guidance with grade level curriculum, Utilizing Tedder' Technology, including SMART boards, SMART response systems, Electronic grade book; Understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; Managing Student Behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| | | New third grade teacher | Weekly team meetings, guidance with grade level curriculum, Utilizing Tedder' Technology, including SMART boards, SMART response systems, Electronic grade book; Understanding |

| | | | |
|------------------|-----------------------|---|--|
| Amy McKinney | Maricay O'Shea | to Tedder paired with veteran teacher. | assessments and reporting progress, including PMP's, interims, grading, and report cards; Managing Student Behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Tammatha Grice | Jennifer Sample-Grant | New fourth grade teacher to Tedder paired with Guidance Counselor who has taught writing. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Claudia Outten | Melanie Haspil | New to fourth grade to Tedder paired with teacher who has taught fourth grade. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Jennifer Priervo | John Alvarez | New fourth grade teacher to Tedder paired with teacher who has taught fourth grade. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Tammatha Grice | Wendy Schoenfeld | ESE Specialist new to Tedder paired with former ESE Specialist. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Monica Susick | Beth Escobar-Diaz | New Kindergarten teacher to Tedder paired with Kindergarten teacher. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, |

| | | | |
|------------------|---------------------|---|--|
| | | | and behavior modification plans. |
| Abby Feinman | Leslie Talbot-Klitz | New Second grade teacher paired with experienced primary teacher. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Donna Johnson | Kathryn O'Hare | New fourth grade teacher to Tedder paired with teacher who has taught fourth grade. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Myriam Acevedo | Marisa Hazelton | New ESE teacher to Tedder paired with experienced ESE teacher. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |
| Lachanda Collins | Katrina Lomidze | New Kindergarten teacher paired with former Kindergarten teacher. | Weekly meetings, guidance with grade level curriculum, utilizing technology, understanding assessments and reporting progress, including PMP's, interims, grading, and report cards; assistance with the RTI process, managing student behavior, including CHAMP strategies, developing systems and routines, and behavior modification plans. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Title I funds are used for teacher salaries, professional development

opportunities, and parent involvement in an effort to raise the achievement of students who are failing to meet the challenging state standards.

Title I, Part C- Migrant

Services are offered by the school to assist children and their families identified as migrants. Academic support and social services are provided to the identified students. Referrals are made as needed to provide families with community resources and services such as clothing, eyeglasses, food and health care.

Title I, Part D

N/A

Title II

N/A

Title III

Tedder Elementary has one full time ELL Resource teacher and one full-time paraprofessional to supplement classroom instructional strategies. The ELL Resource teacher will provide intensive remediation in small group settings as well as coaching sheltered classroom teachers. In addition, she is responsible for maintaining ELL folders and administering ELL tests required by state and/or federal government. Tedder Elementary receives supplemental reading materials from the District's Multicultural Department.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Identified students will receive additional services including but not limited to push in/push out small groups. These groups will be skill specific to provide intensive remediation. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs

Tedder builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. All teachers and staff members received training on the Anti-Bully policy. A behavior committee revises as needed Tedder Elementary's discipline plan to include CHAMPS for common areas. All teachers will implement CHAMPS and develop and maintain a positive classroom management plan.

In addition, the Jim Moran Foundation has provided Tedder Elementary with a part-time School Resource Officer (SRO). The SRO will be utilized in a proactive measure to educate students on Gang Resistance and Drug Education as well as assist in providing a safe and secure learning environment.

Nutrition Programs

Tedder Elementary will participate in the Fresh Vegetables and Fruit Program/grant. All students will be provided with a fresh vegetable or fruit as a snack in the afternoon three times per week. This will expose our students to fruits and vegetables they may not be familiar with, allowing them to learn about various produce as well as gaining the benefits of the vitamins and nutrients these foods provide. Tedder Elementary will be participating in the Healthy Schools Alliance Program. The Healthy Schools Program will focus on assisting schools in developing a wellness council that can support the implementation of the wellness policy during the school year. A Relationship Manager, Stephanie Manfra, will work directly with our school to complete the Healthy Schools Inventory and Action Plan that will assess our school environment and identify resources for implementation.

Housing Programs

N/A

Head Start

Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

Adult Education

N/A

Career and Technical Education

All fifth grade students will participate in the Junior Achievement curriculum which is a 20-hour economic curriculum focused on career opportunities.

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Marisa Fishlock, Principal, Shinita Coachman-Beavers, Asst. Principal, Jennifer Prieto, ESOL Resource, Tammatha Grice, Guidance Counselor, Wendy Schoenfeld, ESE Specialist, Andrea Furgal, Reading Coach, Michelle Gioulakis, Social Worker, Leila Lacerda School Psychologist, Classroom Teacher of identified students.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Team reorganizes our resources to provide support to the teacher(s) to increase student achievement. RtI is a process including the provision of systematic, research-based instruction and interventions for struggling learners. RtI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The role of the school-based RtI Team is to meet on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. The RtI Leadership Team will meet on Tuesdays starting on September 11, 2012. The guidance counselor will coordinate the meetings and ensure fidelity of implementation. The team will collaborate on students as they move through a tiered system. At the first tier, teachers will present their students' cases, behavioral or academic, at their weekly team meetings with the intent of collaborating on interventions for student success. This collaboration will be documented on the team leader's weekly team log. The teacher(s) will document the progress of the intervention. If the interventions do not lead to success after ample time, the student moves to the next tier. At Tier 2, the teacher(s) will present his/her student case along with the documented interventions to the RtI team. At this meeting, the team will assist with providing research-based interventions and/or support. Teachers will keep anecdotal records on the student and quantitative data will be collected to document the intervention implementation. The guidance counselor will schedule a follow up meeting in six weeks. During the six weeks, a team appointed designee will follow up with the student's progress. At the six-week meeting, the RtI Team will review the data and anecdotal to determine the next step. Depending upon the data situation, additional interventions and support can be suggested or the student can move to Tier 3. At Tier 3, the process is intensified. A determination will be made to move forward with further evaluation, refer to the CORE behavioral team, or to repeat a cycle of assistance and further interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership team will provide essential information regarding successful interventions and necessary assessment and resources that provide critical information and data trends. This information will help to frame student activities and/or staff actions in the development and modification of the school improvement plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

intervention program based on their weakness.

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

SCIENCE: Tedder Elementary will administer BAT I and BAT II during September and December to all fifth grade students. Students will be assessed utilizing the FCAT Science mini-assessments as a guide, diagnostic, and remediation tools. Teachers will utilize Data Binders for ongoing progress monitoring including BAT data, Mini BAT results, monthly FCAT Explorer Science reports, and ongoing classroom assessments.

WRITING: All students will participate in monthly writing prompts. All 4th grade students will participate in bi-weekly writing prompts. Results will be kept in Data Binders and reviewed at Data Chats and to identify Tier II and III students.

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

Describe the plan to train staff on MTSS.

In August and September, all staff will be trained on appropriate Reading and Math intervention programs. In September, all staff will be trained and/or refreshed on the RTI process, BASIS and school implementation expectations.

Describe the plan to support MTSS.

The guidance counselor will be available to guide teachers through the RtI process. Support will be provided throughout the year as needed for staff and students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Marisa Fishlock, Principal
Andrea Furgal, Reading Coach
Lachanda Collins, 5th grade
Monica Susick, Kindergarten
Ronette Yarbrough, Media Specialist
Robin Sobel, 5th grade
Adina Lapaglia, 3rd grade

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The literacy team will meet monthly to develop school wide literacy initiatives. The team will be guided by the principal and reading coach to determine school literacy needs. Additionally, the team will facilitate professional development, mentoring new teachers, and assist in building school-wide capacity and literacy initiatives. They will help to develop goals in the School Improvement Plan, and will participate in and facilitate literacy focused Professional Learning Communities.

What will be the major initiatives of the LLT this year?

The LLT goals will be based upon student and teacher data and aligned with the reading SIP goals. The LLT will:

- Participate actively in literacy focused Professional Learning Communities
- Use data to analyze the effectiveness of instruction and to redesign instruction and resources to meet the student's instructional and intervention needs in all of our AMO targets, including but not limited to our ELL population
- Support the school wide implementation of the Comprehensive Core Reading Program and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogue with peers.
- Create and share activities that promote literacy, including Young Readers Day, Literacy Week, and school wide Accelerated Reader Plan
- Participate in monthly sharing of best practices amongst grade levels

These initiatives will be instrumental in building capacity within Tedder Elementary to develop a cadre of highly qualified staff in the area of reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The Headstart Program at Tedder Elementary is designed to transition pre-school children to local elementary school programs. Our pre-school teachers incorporate the curricular facets of Kindergarten to advance students to Kindergarten classes. Our teachers incorporate a variety of strategies to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age. Each year Kindergarten Round-Up is held to assist parents and their children transition to Tedder Elementary. The community is notified via newsletter, parent links and school website. Kindergarten teachers give parents an orientation on a typical kindergarten day, a tour of classrooms in session, and suggest ways to help them ready their child for kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| <p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p> | <p>Tedder utilizes the FCIM Model to drive reading Instruction. Student's FCAT data is analyzed by strand in regards to areas of overall strengths and weaknesses. Comparing the 2010/11 and 2011/12 FCAT Reading, a decline of 14.8% was noted. The school's supplemental Reading Instructional Focus Calendar is created from this data. Maintenance, remediation, & enrichment: Mini Benchmarks data is utilized within the classroom to formulate small group differentiated instruction and objectives for center work. Teachers utilize student performance data when creating weekly lesson plans. Students retained in grades 3-5 will receive additional reading services based on the student current instructional level. In addition, students will utilize the computer lab using iStation and FCAT Explorer.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>19.2% (52) of the students in grades 3-5 meet the high standards on the 2012 FCAT 2.0 Reading Assessment, scoring a level 3.</p> | <p>By June 2013, 23% (64) of the students in grades 3-5 will meet the high standards on the 2013 FCAT 2.0 Reading Assessment, scoring a level 3 or above.</p> |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | <p>1a. Students have a deficiency in vocabulary</p> | <p>1a. Teachers in grades K-5 will use the Bringing Words to Life vocabulary strategies within their vocabulary instruction</p> <p>Teachers will align Thinking Maps to build Vocabulary.</p> <p>Teachers will utilize Treasure's vocabulary within their whole group and small group instruction.</p> <p>Teachers will implement content area word walls utilizing Tier III (Academic) vocabulary</p> <p>Teachers will implement vocabulary and or word study centers</p> <p>Reading coach will begin coaching cycle with identified teachers needing assistance with vocabulary instruction.</p> <p>Teacher on each grade</p> | <p>1a. Reading Coach Administration</p> | <p>1a. Lesson Plans and iObservations *Evidence of Elements of Vocabulary Implementation *Evidence of Thinking Maps *Evidence of instructional strategies</p> <p>Quarterly Data Chats with teachers and students</p> | <p>1a. Student Thinking Map work samples</p> <p>Vocabulary Mini Benchmark Assessment Tests</p> <p>District BAT 1 & 2</p> <p>End of Story/Unit Assessments (Treasures)</p> |

| | | | | | |
|---|---|---|------------------------------------|--|---|
| | | level have common planning times to facilitate lesson development and pacing | | | |
| 2 | 1a.2. Students have difficulty comprehending complex text | <p>1a.2. Students will be exposed to a variety of complex texts (i.e., informational text, poetry, and other texts from the common core exemplars).</p> <p>Students in grades K-2 will take part in the Buzz About IT! Program which exposes them to informational text, as identified in the K-2 Curriculum Frameworks.</p> <p>Teachers will implement comprehension centers</p> <p>Teachers will model Think Alouds and students will take part in reciprocal teaching to deepen their understanding of complex texts.</p> <p>Teachers will participate in an ELA PLC that focuses on using a variety of genres to expose and assimilate students to complex text. Defining the Core Webinars are utilized in the PLCs.</p> | 1a.2. Reading Coach Administration | <p>1a.2. Lesson Plans and iObservations</p> <p>*Evidence of use of Common Core exemplars</p> <p>*Evidence of Think Alouds and small group instruction</p> <p>PLC sign in sheets and reflection logs</p> <p>Quarterly Data Chats with teachers and students</p> | <p>1a.2. District mini-assessments</p> <p>Data binders</p> <p>BAT 1 and BAT 2</p> <p>Weekly Treasures Assessments</p> |
| 3 | 1a.3. Developing fluency | <p>1a.3. All students will participate in Accelerated Reader.</p> <p>Selected students will utilize Quick Reads Solution Program</p> <p>Teachers will imbed re-reading strategies during small group instruction to increase fluency</p> <p>Teachers will implement fluency centers</p> | 1a.3. Reading Coach Administration | <p>1a.3. Students will self-monitor their fluency progress</p> <p>Lesson Plans and iObservations</p> <p>*Evidence of use of Accelerated Reader</p> <p>*Evidence of use of Quick Reads</p> <p>Quarterly Data Chats with teachers and students</p> | <p>1a.3. FAIR results</p> <p>Quick Reads Probe (selected students)</p> |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| <p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p> | <p>By June 2013 37.3% (6) of students taking the FAA will score a level 4, 5 and 6 in reading.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>FAA results from June 2012 show that 35.7% (5)students</p> | <p>By June 2013, 37.7% (6) of the students taking the FAA will</p> |

| scored a level 4, 5 or 6 in reading. | | | score a level 4, 5 and 6 in reading. | | |
|---|--|--|---|---|--------------------------|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1b.1. Teachers aligning access points utilizing the Treasure's Core Reading Series | 1b.1. Implement access points to differentiate instruction using Treasure's lessons Teachers will implement student based centers that correlate with access points | 1b.1. Administration ESE Specialist | 1b.1. Lesson Plans and iObservation Evidence of meaningful centers Evidence of instruction using access points IEP goals | 1b.1. UNIQUE Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Tedder utilizes the comprehensive core reading program Treasures to provide guidance to teachers in delivering differentiated instruction for students scoring FCAT Levels 4 or 5. Small group instructional activities are organized to meet the needs of advanced learners. Instructional delivery is planned to move from cognitively simple skills and strategies to more complex skills and strategies. Daily lessons for small group differentiated instruction revolve around using leveled materials to provide numerous practice opportunities on advanced levels. Macmillan/McGraw Hill Online Leveled Database is accessible through BEEP will be used as a technology extension. FCAT Explorer will be utilized before and after school as an additional tool for level maintenance. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 12.1% (34) achieved a level 4 and 5 proficiency on the 2012 FCAT 2.0 Reading Assessment. | By June 2013, 16% (45) of the students will achieve a level 4 or 5 proficiency on the 2013 FCAT 2.0 Reading Assessment. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|---|--|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2a.1 Differentiating lessons for gifted and high performing students in Reading | 2a.1. Students will be exposed to a variety of complex texts (i.e., informational text, poetry, and other texts from the common core exemplars). Students in grades K-2 will take part in the Buzz About IT! Program which exposes them to informational text. Teachers will model Think Alouds and students will take part in reciprocal teaching to deepen their understanding of complex texts. Teachers will participate in an ELA PLC that focuses on using a variety of genres to | 2a.1. Reading Coach Administration | 2a.1 Lesson Plans and iObservations Evidence of use of common core exemplars Evidence of Think Alouds and small group instruction PLC sign in sheets and reflection logs Quarterly Data Chats with teachers and students | 2a.1 District mini-assessments Data binders BAT1 and BAT2 Weekly Treasures Assessments |

| | | | | | |
|---|--|---|------------------------------------|--|---|
| | | expose and assimilate students to complex text. Defining the Core webinars are utilized in the ELA PLCs. | | | |
| 2 | 2a.2. Lack of enrichment opportunities | 2a.2. Implement Junior Great Books within the reading curriculum. Literacy Circles will be utilized. Beyond level Treasures resources. Project-Based Learning Virtual Learning Path will be utilized for Reading. | 2a.2. Reading Coach Administration | 2a.2. Lesson Plans and iObservations *Evidence of Junior Great Books *Evidence of Literacy Circles *Evidence Project-Based Learning *Virtual Learning Path reports. Quarterly Data Chats with teachers and students | 2a.2. Treasures Weekly Assessments Mini-Benchmarks |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | 42.9% (6) of students of who were administered the FAA score at or above a level 7 in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| June 2012, 42.9% (6) student scored a level 7 or above on the FAA reading portion. | By June 2013, 47% (7) of students who take the FAA will score at or above a level 7 in reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | 2b.1. Teachers' inability to provide enrichment activities correlated to the access points due to varying academic levels. | 2b.1. Implement enrichment activities through the access points using Treasure's lessons and UNIQUE program Teachers will implement student based centers that correlate with access points | 2b.1. Administration ESE Specialist | 2b.1. Lesson Plans and iObservation Evidence of centers Evidence of instruction using access points | 2b.1. IEP Goals UNIQUE Program Concept of Print/Letter name and sounds assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | Based on the data 58.6% of students made Learning Gains in reading in 2012. This is a decline of 4.4% from 63% in 2011. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 58.6% (108) of the students in grades 3-5 made learning gains on the FCAT Reading. | By June 2013, 63% (116) of the students in grades 3-5 will make learning gains in reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | 3a.1. Lack of differentiating instruction to meet the needs of all students | <p>3a.1. Teachers will facilitate guiding reading groups utilizing instructional level text focusing on text dependent questions.</p> <p>Teachers will utilize Defining the Core website to increase rigor in their classrooms.</p> <p>Identified students in grades 4 and 5 will participate in Intermediate Rewards/Phonics for Reading/Quick Reads.</p> <p>Selected ESE students in grades 2nd through 5th will participate in Phonics for Reading.</p> <p>Students retained in 3rd grade will participate in Soar to Success or Phonics for Reading.</p> <p>Students identified as "red" in the FAIR assessment, in grades 1 and 2, will participate in Earobics.</p> <p>Selected students based on Rigby and FAIR data, in grades K-2, will participate in Foundations.</p> <p>Reading coach will provide coaching for identified teachers needing assistance differentiating instruction.</p> <p>Grade level teachers have common planning time to facilitate lesson plan development.</p> <p>K-5 classes have an additional 30 minute reading intervention block.</p> <p>K-5 teachers will have daily differentiated reading centers.</p> | 3a.1. Reading Coach Administration | 3a.1. Data chats Lesson Plans iObservation | 3a.1. District mini-assessments BAT 1 and BAT2 Weekly Treasures Assessments FAIR results RIGBY results |
| 2 | 3a.2. Students have difficulty answering high-complexity questions | <p>3a.2. Students will use QAR strategies to increase comprehension skills</p> <p>Students in grades 3-4 will utilize FCAT Explorer Reading</p> | 3a.2. Reading Coach Administration | 3a.2. Data Chats iObservations | 3a.2. BAT1 and BAT2 District mini-assessments Treasures Weekly Assessments |

| | | | | | |
|---|---|--|------------------------------|--|--|
| | | Students will use appropriate Thinking Maps | | | |
| 3 | Lack of fluency in reading grade appropriate text. | Teachers will utilize read alouds, shared reading, independent reading and guided reading groups to develop individual reading fluency. Teachers in grades 2-5 will implement 6-minute solution to build reading fluency. Identified students will participate in Read Naturally | Reading Coach | Data Binders/Data Chats | FAIR given in September, December, and May Read Naturally Reports Mini Benchmark Assessments |
| 4 | Differentiated Instruction during the 90+ minute reading block. | Differentiated Instruction is implemented in the teacher-led group. The teacher will form small, flexible groups based on student data and observations. | Reading Coach Administration | Weekly CWT will focus on evidence of flexible small group instruction. | Mini Assessments Treasures Assessments STAR Reading Reports |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | Based on the data 73.6% made learning gains in reading on the 2012 FAA reading test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73.6% (8)students made learning gains on the FAA reading portion | By June 2013, 75.6% (8.3) will make a learning gain in reading on the FAA. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--------------------------------------|
| 1 | 3b.1. Student's limited ability to demonstrate listening comprehension skills | 3b.1. Teacher utilizes Think Alouds during reading instruction Utilize the UNIQUE program to access leveled readers aligned with access points and NGSSS Use of Graphic Organizers Use of visuals during instruction | 3b.1. ESE Specialist Administration | 3b.1. Lesson Plans and iObservation Evidence of use of UNIQUE Evidence of instruction using access points IEP goals | 3b.1. IEP Goals UNIQUE assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| | Tedder utilizes the FCIM Model to drive reading instruction for the lowest 25% making learning gains in |
|--|---|

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:

Reading. Students' FCAT and BAT I and II data is analyzed by strands in regards to areas of overall strengths and weaknesses. Comparing the Lowest 25% of the 2010/11 FCAT with the 2011/12 FCAT there was a 15% increase in student performance. After the data analysis, small group instruction is formed by the following: Maintenance, remediation, & enrichment. Mini Benchmarks data is utilized within the classrooms and small groups to differentiate instruction. Florida Achieves will be used to provide remediation for identified students. Teachers and Support Staff utilize student performance data when creating weekly lesson plans. Students retained in grades 3-5 will receive additional reading services based on the student current instructional level. In addition, students will utilize the computer using iStation and FCAT Explorer.

2012 Current Level of Performance:

2013 Expected Level of Performance:

67% (35) of the students in the lowest 25% made learning gains on the 2012 FCAT 2.0 Reading Assessment.

By June 2013, 71 % (37) of the students in grades 3-5 made learning gains on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | 4a.1. Lack of decoding strategies and fluency in reading grade appropriate text | <p>4a.1. Teachers will facilitate guiding reading groups utilizing instructional level text focusing on decoding strategies.</p> <p>Identified students in grades 4 and 5 will participate in Intermediate Rewards/Phonics for Reading/Quick Reads.</p> <p>Selected ESE students in grades 2nd through 5th will participate in Phonics for Reading.</p> <p>Students retained in 3rd grade will participate in Soar to Success or Phonics for Reading.</p> <p>Students identified as "red" in the FAIR assessment, in grades 1 and 2, will participate in Earobics.</p> <p>Selected students based on Rigby and FAIR data, in grades K and 1, will participate in Foundations.</p> <p>K-5 classes have an additional daily 30 minute reading intervention block.</p> | 4a.1. Reading Coach Administration | 4a.1. Data chats Lesson Plans iObservation | 4a.1. District mini-assessments BAT 1 and BAT2 Weekly Treasures Assessments FAIR results RIGBY results |
| 2 | Students have deficiencies in the areas of Phonemic Awareness, Phonics, and Fluency | Identified students, based on district required assessments, will participate in Foundations (K-2) or Triumphs (3-5) | Reading Coach RtI Team | Data Chats and RtI process | Mini BAT Assessments FAIR results |

| | | | | | |
|---|--|--|---------------|-----------------------------------|--|
| | | as a Tier II/III Intervention | | | RIGBY Assessments |
| 3 | Students lack the ability to decode words. | Identified students in K-3 will utilize Earobics | Reading Coach | Monitoring Earobics usage reports | Mini BAT Assessments FAIR results Earobics data results RIGBY Assessments |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

| | | | | | | |
|--|-----------|---|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Reading Goal # Over a six year period Tedder Elementary will reduce their achievement gap by 50% from 34%-68%. | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 50% | 54% | 59% | 63% | 68% | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | Based on the 2011/12 data the black subgroup declined 24.7% from the previous year's data and the Hispanic subgroup declined 33.6% from the previous year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 70.70% (140) of the Black subgroup was not proficient in reading. 65.6% (40) of the Hispanic subgroup was not proficient in reading on the 2012 FCAT reading assessment. | By June 2013, 65% (128) of the Black subgroup will not demonstrate proficiency on the 2013 FCAT reading assessment. By June 2013, 60% (37) of the Hispanic subgroup will not demonstrate proficiency on the 2013 FCAT 2.0 Reading Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | 5B.1. Black and Hispanic: Lack of prior knowledge and experience | 5B.1. Access prior knowledge and build background knowledge through field trips, think alouds, United Streaming, and BEEP lessons correlated to the district IFC | 5B.1. Reading Coach and Administration | 5B.1. iObservations *evidence of building background knowledge strategies. | 5B.1. Mini-assessments Weekly Treasures Assessments |
| 2 | Students need opportunity to practice reading independently to build fluency, vocabulary, and comprehension | All students will participate in school-wide Accelerated Reader Plan | Administration | Teachers will conference with students to set goals based on reading level. AR reports will be monitored for points earned and percentage correct. | Accelerated Reader Comprehension Quizzes Mini BAT Assessments for vocabulary |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | Based on the data 84.9% of the students in the ELL subgroup did not make adequate progress in 2012. There was a 36.9% decline from the previous year's data. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 84.9% (90) of the ELL subgroup scored did not make satisfactory progress in reading on the 2012 FCAT 2.0. | By June 2013, 78% (82) of the ELL subgroup will not make satisfactory progress in reading on the 2013 FCAT 2.0 Reading Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | Lack of differentiation for ELL students | <p>5C.1. Teachers will implement I-Station for all ELL students. Students' learning paths will be targeted based on the results of the students' pretest. Identified students will complete 90 minutes per week.</p> <p>Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling.</p> <p>ELL students will utilize the Radius Bundles.</p> <p>Identified 1-5 students will receive small group reading instruction utilizing English in My Pocket, Let's Go, In-Steps, Treasure's Chest, Phonics for reading and Newcomer's programs.</p> <p>Students will participate in hands-on word work activities.</p> <p>ELL teacher and Reading Coach will provide modeling and coaching to teachers demonstrating a need.</p> | 5C.1. ESOL Resource Teacher Reading Coach | <p>5C.1. Weekly Earobics reports will be reviewed with teachers.</p> <p>Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff.</p> <p>Data chats will be scheduled based upon immediate needs.</p> <p>Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff taking a look at Mini BATS and BAT 1 and 2.</p> | <p>5C.1. Treasure's Chest Assessments</p> <p>Earobics and iStation reports</p> <p>BAT 1 and BAT 2</p> <p>Mini BATs</p> <p>FAIR</p> <p>Running Records</p> |
| 2 | 5C.2. Students are unfamiliar with grade level content based vocabulary. | <p>5C.2. Teachers will provide ELL students with a language rich environment. Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling.</p> <p>ELL students will utilize the Radius Bundles.</p> <p>Based on data, identified students will utilize iStation 90 minutes per week.</p> | 5C.2. ESOL Resource Support Staff | <p>5C.2. Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff.</p> <p>Data chats and ELL committees will be scheduled based upon immediate needs.</p> <p>Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.</p> | <p>5C.2. Earobics and iStation reports</p> <p>BAT 1 and BAT 2</p> <p>Mini BATs</p> <p>FAIR</p> <p>Treasure's Chest Assessments</p> <p>Running Records</p> |

| | | | | | |
|---|--|---|-----------------------------|--|---|
| | | Identified 1-5 students will receive small group reading instruction utilizing English in My Pocket, Let's Go, In-Steps, Treasure's Chest, Phonics for reading and Newcomer's programs. | | | |
| 3 | Teacher's ability to differentiate learning for ELL students. | <p>Teachers will implement I-Station for all ELL students. Students learning paths will be targeted based on the results of the students' pretest. Identified students will complete 90 minutes per week.</p> <p>Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling.</p> <p>ELL students will utilize the Radius Bundles and Treasure Chest for English Language Learners.</p> <p>A1 and A2 K-5 students will receive small group reading instruction utilizing English in My Pocket and Reading Basics.</p> <p>Identified students will utilize Earobics.</p> <p>Students will participate in hands-on word work activities.</p> | ESOL Resource Reading Coach | <p>Weekly Earobics reports will be reviewed with teachers.</p> <p>Monthly iStation report, Running Records, and FAIR data will be reviewed by support staff. Data chats will be scheduled based upon immediate needs.</p> <p>Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff taking a look at Mini BATS and BAT 1 and 2.</p> <p>Treasure Chest Assessments.</p> | <p>Earobics and iStation reports</p> <p>BAT 1 and BAT 2</p> <p>Mini BATS</p> <p>FAIR</p> <p>Running Records</p> |
| 4 | Students are unfamiliar with grade level content based vocabulary. | <p>Students in sheltered classrooms will participate in In Steps (K-2) or Reading Basics (3-5).</p> <p>Based on data, identified students will participate in Triumphs Reading groups.</p> <p>Based on data, identified students will utilize iStation 90 minutes per week.</p> | ESOL Resource Support Staff | <p>Monthly iStation report, Running Records, and FAIR data will be reviewed by support staff. Data chats will be scheduled based upon immediate needs.</p> <p>Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.</p> | <p>Earobics and iStation reports</p> <p>BAT 1 and BAT 2</p> <p>Mini BATS</p> <p>FAIR</p> <p>Running Records</p> |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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|---|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | Based on the data the students with disabilities subgroup 89.7% did not make adequate progress in 2012. There was a 40.7% decline from the previous year of students performing at grade level. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 89.7% (35) of the SWD students did not make satisfactory progress in reading on the 2012 FCAT 2.0 Reading Assessment. | By June 2013, 85% (33) of the students with disabilities students (SWD) will not demonstrate satisfactory progress in reading on the 2013 FCAT 2.0 Reading Assessment. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Staff knowledge of how to use diagnostic assessment data to determine appropriate interventions for reading. | Staff development will be provided on site or at the District ESE Office. | ESE Specialist Administration | Data chats | Lesson plans data binders |
| 2 | The student's disabilities impacts their on grade level learning in all areas of reading. | Provide daily instruction in research based multi-sensory reading program. Align instruction with IEP goals to ensure all accommodations are being effectively implemented. | ESE Specialist Administration | Data chats Lesson plans | FAA IEP goal review |
| 3 | Staff knowledge of how to use diagnostic assessment data to determine appropriate interventions for reading. | Staff development will be provided at site or through the district ESE office. | ESE Specialist Support Staff | Follow Up Activities | Bi-Mini Assessments DAR Assessments |
| 4 | The impact of a student's disabilities on the specific areas of reading. | Use of diagnostic assessment data to determine appropriate interventions. Provide daily instruction in research based multi sensory reading program. | ESE Specialist Reading Coach | Mini Assessments DAR Assessments Align IEP to ensure all accommodations are effectively implemented. | Bi-Weekly Mini Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | Based on the data for the economically disadvantaged subgroup there was a decline from the previous year of 26% of students proficient on the FCAT 2.0 Reading Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 69% (191) of the Economically Disadvantaged students did not demonstrate satisfactory progress in reading on the 2012 FCAT 2.0 Reading Assessment. | By June 2013, 62% (171) of the Economically Disadvantaged students will not make satisfactory progress in reading on the 2013 FCAT 2.0 Reading Assessment. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|--|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5e.Lack of prior knowledge and experience | 5E.1. Access prior knowledge and build background knowledge through field trips, think alouds, United Streaming, and BEEP lessons correlated to the district IFC | 5E.1. Reading Coach and Administration | 5E.1. iObservations will focus on evidence of building background knowledge strategies. | 5E.1. Mini-assessments Weekly Treasures Assessments |
| | 5E.2. Students exhibit gaps in reading acquisition. | 5E.2 K-5 students will participate in iStation and Accelerated Reader. Students will answer text-dependent | 5E.2. Reading Coach and Administration | 5E.2.Monitoring Destination Reading progress through usage reports | 5E.2. Mini-assessments Treasure's Weekly Assessments |

| | | | | | |
|---|---|--|-----------------------------------|--|--|
| 2 | | <p>questions.</p> <p>Students will utilize Thinking Maps.</p> <p>Students will utilize academic word walls.</p> <p>Identified students will participate in a double dose of small group reading instruction using an appropriate reading intervention</p> | | | |
| 3 | 5E.3 Students need explicit instruction in reading comprehension strategies | <p>5E.3 Teachers in Grades K-5 will utilize the Treasures focus skill and strategy components to increase comprehension.</p> <p>ELL teachers, the Reading Coach, and paraprofessionals will provide small group pull out reading support</p> <p>Students in grades 3rd through 5th will utilize the Florida Ready program to increase comprehension of reading benchmarks.</p> <p>Teachers will incorporate higher order questioning in daily reading instruction.</p> | 5E.3 Reading Coach Administration | 5E.3 iObservations will focus on evidence of QAR strategies being utilized Data Chats | 5E.3 STAR Reports Mini-assessments Treasure's Weekly Assessments |
| 4 | Lack of prior knowledge and experiences | Access prior knowledge and build background knowledge through field trips, think alouds, United Streaming, and BEEP lessons correlated to the district IFC | Administration and Reading Coach | Biweekly CWT will focus on evidence of building background knowledge activities. | Mini Assessments Treasures Assessments |
| 5 | Need opportunities to remediate missing skills | K-5 students will participate in Destination Reading. | Administration and Reading Coach | Monitoring Destination Reading progress through usage reports | Mini Assessments |
| 6 | Students need explicit instruction in reading comprehension strategies | <p>Teachers in Grades 2-5 will teach the Super QAR concept lessons and implement the strategies throughout the content areas</p> <p>ELL teachers and paraprofessional will provide small group pull out reading support</p> | Academic Coach | Biweekly CWT will focus on evidence of QAR strategies being utilized | Mini Benchmark Assessment STAR reports |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|

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|---|------------------------|---|--|------------------------------------|---|--|
| Utilizing Marzano's Framework to Promote Students Success in ELA | K | Jeanne Cognato | Jeanne Cognato Blair Hasle Lydia Encarnacion Monica Susick Theresa Carlo Beth Escobar | Two Thursdays per month | Journal Sharing best practices Reflection Logs | Reading Coach Administration |
| Utilizing Marzano's Framework to Promote Students Success in ELA | 1 | Andrea Furgal | Andrea Furgal Christina D'Angeli Abby Feinman Marie Ciesco Tony Presas | Two Thursdays per month | Journal Sharing best practices Reflection Logs | Reading Coach Administration |
| Utilizing Marzano's Framework to Promote Students Success in ELA | 2 | Jennifer Priervo | Jennifer Priervo Allison Grossberg Marguerite Thompson-Bush Susan Sarabyn Sherri Hall Joanna Macknis Susan James | Two Thursdays a month | Journal Sharing best practices Reflection Log | Reading Coach Administration |
| Utilizing Marzano's Framework to Promote Students Success in ELA | 3 | Adina Lapaglia | Adina Lapaglia Franchon Hoard- Thompson Donna Johnson Maricay O'Shea Jorge Molina Jacqueline Sarrasin | Two Thursdays a month | Journal Sharing best practices Reflection Log | Reading Coach Administration |
| Utilizing Marzano's Framework to Promote Students Success in ELA | 4 and 5 | Lachandra Collins | Melanie Haspil Amy McKinney Jasmine Sears Susan Morrissey Craig Mitchell Lachanda Collins Claudia Outten Maureen Slotter Robin Sobel Tammatha Grice | Two Thursdays a month | Journal Sharing best practices Reflection Log | Reading Coach Administration |
| Incorporating complex test, using informational text, and the Buzz About It Program | K-5 | Andrea Furgal | School Wide | August 14, 2012 | iobservations and walkthroughs identifying use of complex and informational text. | Administration Reading Coach |
| Thinking Maps | New Teachers to Tedder | Jennifer Priervo | New Teachers to Tedder | October 2012 | iobservation *Evidence of Thinking maps | Administration |
| Common Core State Standards | K-5 | Andrea Furgal District Training | School wide New Teachers to Tedder in Primary | August 16, 2012 August 31, 2012 | Lesson plans iobservations | Administration |
| Reading Interventions, Struggling Readers Chart | K-5 | Andrea Furgal | School Wide | September 27, 2012 | Intervention groups implemented based on deficient skill. | Reading Coach Administration |
| Meeting the Needs of the ELL Learner | K-5 | District ELL Coach Jennifer Priervo | New teachers to Tedder | October 2012 | Lesson plans, iobservations | Administration ELL Resource Teacher |
| Rigorous ELA Centers | K-5 | District reading Coach, Tedder Reading Coach | PK-5 | November 2012 | Lesson Plans classroom observations | Administration Reading Coach |
| Higher Order Questioning in ELA instruction | K-5 | District Reading Coach | PK-5 | November 2012 | Lesson Plans, iObservation | Administration and reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|-------------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Comprehending reading benchmarks | Florida Ready | Textbook adoption | \$2,724.00 |

| | | | |
|--|--|--|---------------------------------|
| Decoding multi-syllabic words | Intermediate Rewards | Textbook adoption | \$1,566.45 |
| | | | Subtotal: \$4,290.45 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Fluency and Comprehension | Accelerated Reader | Media funds/General Funds | \$2,500.00 |
| Phonics/Decoding | UNIQUE Program (ESE) | InD Cluster funds | \$1,136.00 |
| | | | Subtotal: \$3,636.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core State Standards Training and Data Chats, RTI and Curriculum Planning | Substitutes | Title 1 Professional Development Funds | \$6,500.00 |
| Common Core State Standards training, Marzano Frameworks | Stipends | Title 1 Professional Development Funds | \$8,698.00 |
| | | | Subtotal: \$15,198.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Book Study - Marzano Frameworks | Handbook of the Art and Science of Teaching and Learning | Title 1 Funds | \$3,200.00 |
| Supplies for Professional development | Supplies - chart paper, copy paper, highlighters | Title 1 Funds | \$2,750.00 |
| | | | Subtotal: \$5,950.00 |
| | | | Grand Total: \$29,074.45 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | | | | |
|---|--|--|---|---|--|
| 1. Students scoring proficient in listening/speaking. CELLA Goal # 1: | | Based on the 2012 CELLA data ELL students will increase their listening and speaking proficiency to 42% (126). | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| 38% (113) of students taking the 2012 CELLA test were proficient in listening and speaking portion of the assessment. | | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1. Lack of BICS (Basic Interpersonal Communication Skills) | 1.1. Selected A1 and A2 students will participate in small group ELL pullouts using the Newcomer's Program. Sheltered teachers will promote face-to-face conversational fluency, including master of pronunciation, vocabulary and grammar within their classrooms. | 1.1. ELL Resource Teacher Administration | 1.1. Teacher observation and ELL Resource teacher observations discussed at team meetings and data chats. | 1.1. IPT and CELLA data iStation reports |

| | | | | |
|--|---|--|--|--|
| | Teachers will participate in professional learning on Meeting the Needs of the ELL Learner. | | | |
|--|---|--|--|--|

Students read in English at grade level text in a manner similar to non-ELL students.

| | |
|--|---|
| 2. Students scoring proficient in reading. CELLA Goal #2: | Based on the 2012 CELLA data ELL students will increase their reading proficiency to 25%. |
|--|---|

2012 Current Percent of Students Proficient in reading:

21% (61)of students who took the 2012 CELLA test were proficient in reading.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|---|
| 1 | Students are unfamiliar with grade level content based vocabulary. | Teachers will provide ELL students with a language rich environment. Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling. ELL students will utilize the Radius Bundles. Identified grades 1-5 students will receive small group reading instruction utilizing English in My Pocket, Let's Go, Rigby in Step, Treasure's Chest, and Newcomer's programs. Based on data, identified students will utilize iStation 90 minutes per week. | Classroom Teacher Support Staff Administration | Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff. Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff. | iStation reports BAT 1 and BAT 2 Mini BATs FAIR Treasure's Chest Assessments Running Records |

Students write in English at grade level in a manner similar to non-ELL students.

| | |
|--|---|
| 3. Students scoring proficient in writing. CELLA Goal #3: | Based on the 2012 CELLA data ELL students will increase their writing proficiency to 18%. |
|--|---|

2012 Current Percent of Students Proficient in writing:

14% (49) of students were proficient on the writing portion of the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | Lack of language proficiency associated with schooling, and the abstract language abilities required for academic and written work. | <p>Fourth grade ELL students will receive small push in and pull out writing instruction.</p> <p>Elements of Vocabulary and Bringing Words to Life strategies will be implemented within the classroom.</p> <p>Identified grades 1-5 students will receive small group reading instruction utilizing English in My Pocket, Let's Go, Rigby in Step, In-Steps, Treasure's Chest, and Newcomer's programs.</p> | Classroom Teacher Administration | <p>Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff.</p> <p>Data chats will be scheduled based upon immediate needs.</p> <p>Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff taking a look at Mini BATS and BAT 1 and 2.</p> | <p>Treasure's Chest Assessments</p> <p>iStation reports</p> <p>BAT 1 and BAT 2</p> <p>Mini BATS</p> <p>FAIR</p> <p>Running Records</p> |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| <p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p> | <p>Teachers will provide Mathematics instruction using the Go Math Basal Series K-5. Teachers will follow district instructional focus calendars, which identifies specific grade level skills for daily instruction in Grades K-5. Word walls will be used to build math vocabulary skills in K-5. Calendar Math, in K-5, using all components. By disaggregating the data by benchmarks to prescribe and diagnose curriculum and instructional strategies, we will increase the level of proficiency by utilizing Go Math Strategic/Intensive intervention in grades K-5 to differentiate instruction to increase student achievement. Computer programs, such as Riverdeep, FCAT Explorer, and technology programs included in Go Math series will be used to enhance and enrich math skills for high achieving students, on level students.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>25.8% (73) in grades 3-5 achieved a level 3 on the 2012 FCAT 2.0 Mathematics Assessment.</p> | <p>By June 2013, 32% (90) of our students in grades 3-5 will achieve a level 3 on the FCAT 2.0 Mathematics Assessment.</p> |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | <p>1a.1. Difficulty with the application of problem solving strategies to solve one step and multi-step problems.</p> | <p>1a.1. Teachers in K-5 will instruct students to utilize problem solving strategies such as Draw a Picture, Act it Out, Work Backwards.</p> <p>Teachers will participate in the Defining the Core webinars for Mathematics.</p> | Administration | <p>1a.1. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.</p> | <p>1a.1. Mini Benchmark Assessment Tests GO Math Assessments BAT 1 and BAT 2</p> |
| 2 | <p>1a.2. Students do not have concrete understanding of math concepts.</p> | <p>1a.2. Teachers in grades K-5 will begin instruction of new concepts with Hands-On focus lessons.</p> <p>Math manipulatives will be utilized in small and whole group instruction as well as during center activities.</p> <p>Coaching and modeling by district math coach.</p> <p>Teachers will provide higher order questions during daily math instruction.</p> | Administration | <p>1a.2. iObservation *Evidence of students using manipulatives with teacher guidance and modeling.</p> | <p>1a.2. Mini Benchmark Assessment Tests GO Math Assessments BAT 1 and BAT 2</p> |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b: | | Based on the current level of performance from the 2012 FAA 50% of the students scored at a level of 4, 5 or 6. This is a decrease of 38% on the 2011 FAA mathematics assessment. | | | |
|--|--|---|---|---|--|
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 50% (7) of students taking the 2012 FAA scored a level 4, 5 or 6 on the Mathematics section. | | 53% (8) of students taking the 2013 FAA will score a level 4, 5 or 6 on the mathematics section. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1b.1. Students lack foundational math skills containing the NGSSS that align to access points. | 1b.1. Adjust the curriculum to meet the students' needs. Use of manipulatives Interactive math activities using the SMART Board UNIQUE program | 1b.1. Administration | 1b.1. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff. | 1b.1. Touch Math Assessments UNIQUE Assessments GO Math Assessments Brigance TOMA 2 and TOMA 3 |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | | | | | |
|---|--|--|--|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | | Comparing the 2011/2012 data the percentage of students scoring a level 4 or 5 decreased by 19.7%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 11.3% (32) of students scored a level 4 or 5 on the 2012 FCAT 2.0 Mathematics. | | By June 2013, 15.3% (43) of students will score a level 4 or 5 on 2013 FCAT 2.0 Mathematics. | | | |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|---|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2a.1. Lack of Application of Math Big Ideas and supporting ideas in high complexity questioning | 2a.1. Utilize high complexity questioning strategies during whole and small group instruction in the areas of Number Sense and Concepts, Geometry, Measurement, Algebraic Thinking and Data Analysis | Administration | 2a.1. Data Chats iObservations *evidence of high complexity questioning occurring during the math block | 2a.1. Mini Benchmark Assessment Tests GO Math Assessments |
| 2 | 2a.2. Lack of enrichment opportunities in math | 2a.2. Identified students will participate in GO Math Enrichment lessons and activities Select students will | Administration | 2a.2. Identified students will participate in GO Math Enrichment lessons and activities Select students will | 2a.2. Mini Benchmark Assessment Tests GO Math Assessments |

| | | | |
|--|---|--|--|
| | participate in math academic competitions. | | participate in math academic competitions. |
| | Virtual Learning Path will be utilized for math enrichment. | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: | Based on the current level of performance from the 2012 FAA 21.4% of the students scored at a level of 7. This is a decrease of 9.6% on the 2011 FAA mathematics assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21.4% (3)students who took the FAA scored at a level 7 on the Mathematics portion | 24% (4)students who take the 2013 FAA will score at a level 7 on the Mathematics portion. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | 2b.1. Student lack reading comprehension to solve math word problems Limited decoding skills Limited math vocabulary | 2b.1. UNIQUE Math program provides math vocabulary and problem solving practice | 2b.1. Administration ESE Specialist | 2b.1. Math word walls Observations Quarterly data chats | 2b.1. UNIQUE assessments TOMA 2 and TOMA 3 Brigance Math Exercises |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | Based on the data 53.6% of students made Learning Gains in math in 2012. This is a decline of 7.4% from 61% in 2011. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 53.6% (100.8) of the students in grades 3-5 made learning gains in mathematics on the 2012 FCAT 2.0 Mathematics Assessment. | By June 2013, 57% (107) of the students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | 3a.1. Limited understanding and application of mathematics vocabulary | 3a.1. Word walls and interactive activities will be used to build math vocabulary skills in K-5. Teachers in grades K-5 will provide mathematics instruction using GO MATH series | Administration | 3a.1. iObservation *evidence of Math Word Walls and interactive vocabulary instructional activities | 3a.1. Center Work Student Samples GO Math Assessments Mini Benchmark Assessment Tests BAT 1 and BAT 2 |

| | | | | | |
|---|--|--|----------------|---|---------------------------|
| | | resources, Destination Math and Mega Math to extend vocabulary comprehension | | | |
| 2 | 3a.2. Scheduling remediation and enrichment of specific mathematics skills | 3a.2. Teachers will analyze data through item-analysis and prepare remedial and enrichment lessons for students utilizing Go Math Strategic/Intensive Intervention as well as Mega Math. Rigorous math centers will be utilized to meet the specific needs of all students. | Administration | 3a.2. Lesson Plans Data Chats iObservation *evidence of differentiated instruction | 3a.2. GO Math Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b: | Based on the current level of performance from the 2012 FAA 62% of the students making learning in math. Goal for the 2013 FAA assessment is 64% of students making learning gains. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62 %(6.2)of students taking the 2012 FAA made learning gains in mathematics. | 70% (7) students taking the 2013 FAA will demonstrate a learning gain in mathematics. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | 3b.1. Differentiate instruction utilizing Go Math. | 3b.1. Integrate Go Math Access Points, Moving with Math, Touch Math to differentiate instruction Math Exercises for non-readers | 3b.1. Administration | 3b.1. Lesson Plans Data Chats iObservation *evidence of differentiated instruction | 3b.1. Touch Math Assessments TOMA 2 and TOMA 3 GO Math Assessments UNIQUE Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | Based on the data 62.3% of students in lowest 25% made Learning Gains in math in 2012. This is an increase of 8.3% from 54% in 2011. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62.3% (35.5) of our students in the Lowest 25% made learning gains on the 2012 FCAT 2.0 Mathematics Assessment. | By June 2013, 67% (38) of our students in the Lowest 25% will make learning gains on the 2013 FCAT Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|-------------------------------------|---|---|
| 1 | 4a.1. Gaps in prerequisite mathematics skills | 4a.1. Students will participate in small group Strategic or Intensive Intervention lessons of the GO Math! Program. Students will participate in small group instruction and/or GO Math online intervention lessons based on weaknesses identified during data analysis. | Administration | 4a.1. Data Chats iObservation *Evidence of implementation of Intervention lessons and online resources | 4a.1. GO Math Intervention student work GO Math online intervention report Mini BATS |
| 2 | 4a.2. Deficiency in reading skills necessary for comprehension | 4a.2. Teachers will emphasize math vocabulary through utilizing Math word walls. Teachers will model vocabulary instruction and have an academic vocabulary rich classroom. | 4a.2. Administration | 4a.2. iObservation *Evidence of math word walls and math vocabulary instruction Data Chats | 4a.2. Mini Benchmark Assessment Tests GO Math Assessments |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

| | | | | | | |
|--|-----------|--|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Elementary School Mathematics Goal # Tedder Elementary will increase their mathematics proficiency score by 50%. In 2011-2012 the proficiency level was 39% by 2016-2017 the proficiency level will be 66%. | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 47% | 52% | 57% | 61% | 66% | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | Based on the data 70.5% of Black students and 37.7% of Hispanic students did not make satisfactory progress in mathematics in 2012. This is a decline of 24.5% in the Black subgroup and an increase in 2.7% in the Hispanic subgroup from 2011. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 70.5% (79) of our Black subgroup did not make satisfactory progress in mathematics. 37.7% (23) of our Hispanic students did make satisfactory progress in mathematics on the 2012 FCAT Mathematics Assessment. | By June 2013, 65% (68) of our Black subgroup will not make satisfactory progress in mathematics on the 2013 FCAT 2.0. By June 2013, 33% (20) of our Hispanic subgroup will not make satisfactory progress on the 2013 FCAT Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|---|---|
| | 5B.1. Gaps in mathematical skills for the Hispanic and Black subgroups. | 5B.1. Identify and closely monitor the progress of Black and Hispanic students | 5B.1. Administration | 5B.1. Data chats will be conducted quarterly with administration and support staff | 5B.1. Mini BAT assessments and GO Math Assessment |

| | | | | | |
|---|---|---|------------------------|--|---|
| 1 | | through data management and progress monitoring; revise instruction and intervention groups as indicated by student progress. | | | |
| 2 | 5b.2 Insufficient prerequisite skills necessary for the specific grade level | 5b.2 Students will participate in small group Strategic or Intensive Intervention lessons of the GO Math! Students will alternate participation in small group instruction and GO Math online intervention lessons based on weaknesses identified during team data chats. | 5b.2 Administration | 5b.2 Data Chats iObservation *Evidence of implementation of Intervention lessons and online resources | 5b.2 GO Math Intervention student work GO Math online intervention report Mini Benchmark Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | 73.8% (79) of ELL students did not make satisfactory progress in mathematics. This is a increase of 24.8% of students not making satisfactory progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73.8% (79) of our ELL students did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment. | By June 2013, 68% (72) of our ELL students will not demonstrate satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 5C.1. Limited mathematics vocabulary | 5C.1. Sheltered classroom teachers in K-5 will implement Content Area Vocabulary System (CAVS) as lessons refer to Instructional Focus. Teachers will utilize hands-on manipulatives to teach lessons and concepts ELL students will utilize Radius Mathematics Bundles. Teachers will implement interactive word wall activities. Students will be provided opportunities to interact with technology and centers to build mathematics vocabulary | 5C.1.ESOL Resource Teacher Administration | 5C.1. iObservation: Evidence of CAVS, centers, and Radius Bundle implementation Evidence of word wall activities. Data chats will be held quarterly. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff. | 5C.1. Go Math Chapter Assessments Mini Benchmark Assessment Tests District BAT 1 & 2 |
| | 5C.2 Deficiency in reading | 5C.2 Teachers will emphasize | 5C.2 Administration | 5C.2 iObservation | 5C.2 Mini Benchmark |

| | | | | | |
|---|------------------------------------|---|---------------|--|---|
| 2 | skills necessary for comprehension | math vocabulary through modeling. Instruction and evidence of word walls for students to utilize during practice and application of math skills | Reading Coach | *Evidence of math word walls and math vocabulary instruction Data Chats | Assessment Tests GO Math Assessments |
|---|------------------------------------|---|---------------|--|---|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | Based on the 2012 FCAT data the SWD students making satisfactory progress in mathematics decreased by 31.9 %. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 82.1% (32) of our SWD students did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment. | By June 2013, 78% (30) of our SWD students will not make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--|
| 1 | 5D.1. Students have difficulty connecting abstract ideas to concepts | 5D.1. Teachers will use the GO Math core curriculum manipulatives, the itools technology piece, the strategic intervention material from the core curriculum, and students will use the Grab and Go mathematic centers. | 5D.1. ESE Specialist Administration | 5D.1. iObservation: Evidence of use of manipulatives and intervention materials begin utilized Data chats will b held quarterly. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff. | 5D.1. GO Math Assessments Mini-benchmark assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | Based on 2012 FCAT data the Economically Disadvantaged students not making satisfactory progress in mathematics declined by 21%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63.1% (176) of our Economically Disadvantaged students did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment. | By June 2013, 58% (162) of our Economically Disadvantaged students will not make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|----------------------------|------------------------------|---|---|-----------------|
| | 5E.1. Lack of foundational | 5E.1. Teachers in grades K-2 | 5E.1. Administration | 5E.1. iObservation | 5E.1. Go Math |

| | | | | |
|---|--------------------|--|---|---|
| 1 | mathematics skills | will implement Calendar Math and Mountain Math on a daily basis. Teachers in 3-5 will implement Mountain Math on a daily basis. | *Evidence of Mountain Math and Calendar Math Reviewing student work samples of Mountain Math | Assessments Mini Benchmark Assessments |
|---|--------------------|--|---|---|

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|--|--|--|-----------------------------------|---|
| Meeting the Needs of ELL Learners in Mathematics | K-5 | District ELL Coach J. Prieto, ELL Resource Teacher | K-5 teachers | October 2012 | Observations and lesson plans | Administration ELL Resource Teacher |
| GO Math Training | K-5 | Cindee Rubenstein, District Trainer | All new teachers to Tedder | August 31, 2012 | Observations and lesson plans | Administration |
| Higher Order Questioning in Math | K-5 | Tedder teachers, Cindee Rubenstein District trainer | K-5 | November 2012 | Observation and lesson plans | Administration |
| Rigorous Math Centers | K-5 | Cindee Rubenstein, District Trainer, Tedder Teachers | K-5 teachers | November 2012 and March 2013 | Observation and Lesson plans | Administration |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | Based on the current level of performance 19% of grade 5 students were proficient on the Science FCAT 2.0 assessment. This is a 10% decrease from 2011-2012. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The 2012 FCAT Science results were 19% (16) of the 5th grade students scored a level 3. | By June 2013, 24% (20) of the 5th grade students will score a level 3 on the 2013 FCAT 2.0 Science Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | 1.a.1 Consistent weekly opportunities for students to engage in Hands-On Experiments and the scientific process. | 1.a.1 All grade levels will consistently follow the Science Instructional Focus Calendars and BEEP Lessons All K-5 classes will utilize a Science journal to document the scientific process. | Administration | 1a.1. iObservation *evidence of hands-on experience Frequent review of student achievement data during team planning Quarterly Data Chats | 1a.1. Science Mini-Benchmark Assessments Science Notebooks Florida Achieves Science Fusion Assessments FCAT Explorer Science grade 5 |
| 2 | 1a.2 Students entering 5th grade have limited Science Vocabulary | 1a.2. Teachers will incorporate Thinking Maps in science lessons to develop content vocabulary. Teachers will incorporate a Science interactive word wall for vocabulary. | 1a.2.Administration | 1a.2. iObservation *evidence of Thinking Maps and science word walls | 1a.2. Science Fusion Assessments Science Notebooks Florida Achieves Science Mini BATs FCAT Explorer Grade 5 |
| 3 | 1a.3. Lack of exposure to Science content | 1a.3. Students in grades 3-5 will participate in SRA Science Kit activities Teachers will provide a rich science literacy learning environment. Students in grade 5 will have access to FCAT Explorer. | 1a.3.Administration | 1a.3. Data Chats Frequent review of student achievement data during team planning. Teachers and support staff will monitor FCAT Explorer reports | 1a.3. Science Mini BATs Florida Achieves Science Fusion Assessments FCAT Explorer Grade 5 |

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | Based on the 2012 FAA science assessment 66.7% which represents 2/3 students tested scored a 4, 5 or 6 on the Science. Last year 11 students tested on the FAA Science assessment. 18% or 2 students scored a 4, 5 or 6. |

| | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 66.7%(2) students scored a level 4, 5 or 6 on the FAA in Science. | By June 2013, 75% (4) students who take the FAA Science test will score a level 4,5 or 6. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|----------------------------|
| 1 | Limited background knowledge Limited Science Vocabulary | Utilize Science Fusion on-line activities United streaming Destination Learning UNIQUE Library | Administration | Data chats, lesson plans, iobservations | Monthly UNIQUE Checkpoints |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Based on the current level of performance 6% (5) of grade 5 students scored a level 4 or 5 on the Science FCAT 2.0 assessment. This is a 1% increase from 2011-2012. |
|---|--|

| | |
|---|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The 2012 FCAT Science results were 6% (5) of our 5th graders scored a level 4 or 5. | By June 2013, 10% (8) of tested 5th graders will score a level 4 or 5 on the 2013 FCAT 2.0 Science Assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | 2a.1. Providing enrichment opportunities for students to engage in Hands-On Experiments and the scientific process. | 2a.1. All grade levels will consistently follow the Instructional Focus Calendars and BEEP Lessons and create a class project to be entered into the Science Fair | Administration | 2a.1. iObservation *evidence of students being actively engaged in hands-on learning | 2a.1. Science notebook entries that demonstrate hands-on lab explorations and the scientific process. Science Fusion Assessments Science Mini BATs |
| 2 | 2a.2. Exposure of enriching activities that incorporate higher level thinking and the application of Scientific Process Skills to real world concepts. | 2a.2. Student participation in group or independent science projects to further develop real-world concepts. | Administration | 2a.2. iObservation *evidence of students applying research skills and incorporating technology. Frequent review of student data | 2a.2. Rubrics Science notebook entries that demonstrate hands-on lab explorations and the scientific process. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|-----------------------------------|--|
| 2b. Florida Alternate Assessment: | Based on the 2012 FAA science assessment 33.3% |
|-----------------------------------|--|

| | | | | | |
|---|---|--|---|---|---|
| Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | which represents 1/3 students tested scored a 7 or above on the Science. Last year 11 students tested on the FAA Science assessment. 63.6% or 7 students scored a 7 or above. | | | | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | | |
| 33.3% (1) scored a level 7 on the 2012 FAA Science assessment. | By June 2013, 66% (2) students will score a level 7 on the 2013 Science FAA assessment. | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2b.1. Providing hands on science activities to deepen the depth of knowledge | 2b.1 Teacher will utilize the hands on delta science kits | .1. Administration ESE Specialist | 2b.1. Iobservation Lesson plans | 2b.1. Science Fusion Assessments UNIQUE assessments |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Scope and Sequence of Science Fusion | K-5 | Team Leader in each grade level | School wide | October 3, 2012 and January 9, 2013 | Lesson plans Iobservations | Administration |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|---------|---------|---------|---------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | Based on the 2012 FCAT Writing 72.8% (59) of grade 4 students scored a 3.0 or higher. This is a .2% decrease from 2011-2012. Writing curriculum will be spiraled from K-5 and instruction will be geared towards Sunshine State Standards and district writing plan. A writing plan using the Six Traits program to ensure strategies to improve writing achievement. Grades 3-5 will receive instruction in writing utilizing the district monthly writing plan. In order to ensure that maintenance, remediation, and enrichment is being addressed: Teachers will address the writing process with particular emphasis on the Six Traits of Writing. Fourth Grade teachers will have emphasis on expository and narrative writing using the Six Traits of Writing. Grades 3-5 will have monthly writing assessments. Small Group instruction will be implemented based on the level of writings for skill remediation. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 72.8% (59) of the students scored level 3.0 or higher on the 2012 FCAT Writing Assessment. | By June 2013, 76% (61) of the 4th grade students will score at or above 3.0 on the 2013 FCAT Writing Assessment |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | 1a.1. Students lack elaboration and voice in their writing. | 1a.1. K-5 teachers will utilize the Tedder's grade level specific writing plan and Broward County's online BEEP lessons with fidelity. Reading Coach will provide weekly modeled lessons for fourth grade teachers. District coach will provide professional development and feedback for K-5 teachers. Support staff will provide writing pull out instruction. Selected students will participate in after school writing tutorials throughout the months of January and | 1a.1. Reading Coach Administration | 1a.1. Lesson Plans iObservation *evidence of IFC instructional fidelity | 1a.1. Writing BAT 1 and BAT 2 Monthly writing prompts |

| | | | | | |
|---|---|---|------------------------------|--|--|
| | | February. | | | |
| 2 | 1a.2. Students lack conventions and grammar skills. | 1a.2. Utilizing a monthly prompt, K-5 teachers will conference with their students to allow for explicit instruction on use of conventions and grammar. K-5 teachers will imbed grammar lessons their writing instruction. | Reading Coach Administration | 1a.2. Lesson Plans iObservation *evidence of teachers conferencing with students Data Chats | 1a.2. Writing BAT 1 and BAT 2 Monthly writing prompts Treasures Assessment (Grammar Section) |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | Based on the current level of performance in writing on the 2012 FAA 62.5% (5) scored a 4 or higher. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62.5%(5) students scored a 4 or higher on the FAA Writing assessment. | By June 2013, 80% (6) will score a level 4 or higher on the 2013 FAA Writing assessment. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | 1b.1. Student's ability levels are more than 1 -2 years below grade level which impedes their ability to elaborate and add details while writing | 1b.1. Students will utilize a planning frame to help add details to their writing. Teachers will use pictures to help students visualize and add details to their writing | 1b.1. Administration ESE Specialist | 1b.1. iObservations Lesson plans | 1b.1. Monthly Writing prompts Portfolios |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Writing scope and sequence Scoring rubrics | fourth | Marsha Ganz Andrea Furgal | fourth grade teachers | August 2012 September 2012 | iobservations, lesson plans | Administration |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal # 1: | Based on the current rate of 103 students with excessive absences (10+) this represents an increase of 60 students. Current rate of excessive tardies is 95 students this is unchanged from last year. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 95.3% (686) | 96% (791) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| In 2012 there were 103 students with excessive absences. | In 2013, Tedder Elementary will reduce the number of students with excessive absences to 90. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| In 2012 there were 95 students with excessive tardies. | In 2013, Tedder Elementary will reduce the number of students tardy to 85. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---|---|--------------------------------------|
| | Lack of parental knowledge of the correlation | 1.1. Clear rules will be addressed with all parents and guardians | 1.1. IMT/BTIP Administration Classroom | 1.1. Review monthly attendance and progress academically. | 1.1. Pinnacle Attendance Records and |

| | | | | | |
|---|--|--|----------|--|---------------|
| 1 | between students with excessive absences and/or tardies and their academic achievement | via fliers, Open House, Parent Link, newsletters, web information, and SAC/PTO meetings. | Teachers | | BASIS reports |
|---|--|--|----------|--|---------------|

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | The in school suspension rate increased by 14 students from 2011 to 2012. The out of school suspension rate increased by 7 student from 2011-2012. |

| | |
|---|--|
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 32 students | 28 students |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 22 students | 18 students |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 27 suspensions | 21 suspensions |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 19 students | 12 students |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | Teachers consistently utilizing a classroom management system with fidelity. | All staff will participate in CHAMPS staff development in order to effectively create a classroom management system | Administration | iObservations | CHAMPS Procedures displayed in the classroom. Classroom Behavior Management System |
| 2 | 1.2. Students do not follow the expected behaviors aligned in the CHAMP Expectations. | 1.2. Students that are Tier II based on CORE will have an individual behavior plan which will provide interventions to redirect the negative behavior. Selected students will partake in a counseling group focused on using appropriate behaviors. | CORE Team | CORE Meeting iObservations | Suspension rate data Referrals in DMS |
| 3 | Students lack motivation to behave appropriately. | Students will participate in monthly behavior assemblies to promote positive behavior. | Administration | Classroom Walkthroughs Observations | Walkthrough Documentation |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|----------------------------------|---|--|---|---|
| CHAMP Expectations | K-5 | Assistant Principal | K-5 teachers | August 13, 2012 | CHAMP Procedures and Classroom Management Systems | Administration |
| Response to Intervention interventions and tiers of support | K-5 | Guidance Counselor | K-5 | October 2012 | Data chats Data analysis Tier 2 and 3 support | Administration |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|--|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | By June 2013, 40% of parents will participate in decisions regarding their child's educational program as evidenced by attendance at parent trainings, meetings, or conferences. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 30% (214) of parents participated in trainings, meetings or conferences during the 2011/2012 school year. | 40% (286) of parents will participate in conferences, meetings or trainings during the 2012/2013 school year. |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | See PIP | See PIP | See PIP | See PIP | See PIP |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| No Data Submitted | | | | | | |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|----------------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Communicating Using Student Agendas | Student Agendas | Title 1 Funds | \$3,200.00 |
| Annual Parent Seminar | Registration Fees | Title 1 funds | \$80.00 |
| | | | Subtotal: \$3,280.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Encouraging parent involvement | Refreshments for parent meetings | Title 1 Funds | \$941.00 |
| | | | Subtotal: \$941.00 |
| | | | Grand Total: \$4,221.00 |

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

| | | | | |
|---|----------|---|---|-----------------|
| 1. STEM | | | | |
| STEM Goal #1: | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

STEM Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|--|--|--------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Comprehending reading benchmarks | Florida Ready | Textbook adoption | \$2,724.00 |
| Reading | Decoding multi-syllabic words | Intermediate Rewards | Textbook adoption | \$1,566.45 |
| Parent Involvement | Communicating Using Student Agendas | Student Agendas | Title 1 Funds | \$3,200.00 |
| Parent Involvement | Annual Parent Seminar | Registration Fees | Title 1 funds | \$80.00 |
| | | | | Subtotal: \$7,570.45 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Fluency and Comprehension | Accelerated Reader | Media funds/General Funds | \$2,500.00 |
| Reading | Phonics/Decoding | UNIQUE Program (ESE) | InD Cluster funds | \$1,136.00 |
| | | | | Subtotal: \$3,636.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Common Core State Standards Training and Data Chats, RTI and Curriculum Planning | Substitutes | Title 1 Professional Development Funds | \$6,500.00 |
| Reading | Common Core State Standards training, Marzano Frameworks | Stipends | Title 1 Professional Development Funds | \$8,698.00 |
| | | | | Subtotal: \$15,198.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Book Study - Marzano Frameworks | Handbook of the Art and Science of Teaching and Learning | Title 1 Funds | \$3,200.00 |
| Reading | Supplies for Professional development | Supplies - chart paper, copy paper, highlighters | Title 1 Funds | \$2,750.00 |
| Parent Involvement | Encouraging parent involvement | Refreshments for parent meetings | Title 1 Funds | \$941.00 |
| | | | | Subtotal: \$6,891.00 |
| | | | | Grand Total: \$33,295.45 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 12/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Monthly recruitment drives are actively in progress.

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted | |

Describe the activities of the School Advisory Council for the upcoming year

Monitor and revise School Improvement Plan. Discuss ways to increase parent involvement and student achievement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

| Broward School District TEDDER ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 59% | 58% | 73% | 33% | 223 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 63% | 61% | | | 124 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 52% (YES) | 54% (YES) | | | 106 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 453 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Broward School District TEDDER ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 61% | 66% | 76% | 28% | 231 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 63% | 53% | | | 116 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 54% (YES) | 57% (YES) | | | 111 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 458 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |