



# **Executive Summary**

**Tedder Elementary School**

**Broward County Public Schools**

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Tedder Elementary School is located in the diverse, urban community of Deerfield Beach, Florida. Based on the United States Census Bureau, Deerfield Beach has a population of 78,881 people. Of those people 56% are white, 25% are black, 14% are Hispanic and .2% are American Indian. 41% of the Deerfield Beach population speaks a second language and 31% are foreign born. Deerfield Beach has a land area of 15.09 square miles.

Tedder Elementary School was built in 1963. In 2004, a new cafetorium was built and in 2007, a new two-story 35-classroom building was built. Presently, Tedder's enrollment is 692 students, which has been fairly constant since 2010. Tedder services students from pre-kindergarten to Grade 5. In addition, Tedder has a Special Program for students with intellectual disability. Currently there are thirty-three students in this Special Program. Our current student demographics are: Blacks 470 students or 67.92%; Hispanics 189 students or 27.31%; Whites 24 students or 3.47%; Multi-Racial 8 students 1.16%; and Native Hawaiian 1 student or .14%. Our current staff consists of 2 administrators, 38 classroom teachers, 8 support staff, 12 Education Support Personnel, 4 clerical and 4 Facilities persons. 34% of the teachers have between 0-3 years teaching experience. Staff at Tedder is 43% black, 53% White, 01% Asian, .01% American Indian. 17% of staff are of Hispanic origin.

A unique feature about Tedder Elementary is that 55% of our students are English Language Learners. Out of 300 ELL students, 205 students speak Haitian Creole as their first language and 95 students speak Spanish as their first language. In addition to the high numbers of ELL students, Tedder is also a Title 1 school with 98% on free or reduced price lunch. All students Kindergarten through grade 5 attend an extra hour of school, which is dedicated to reading.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Tedder Elementary's vision and mission statement reflect our diversity and high expectations for ALL students. Tedder Elementary School has a diverse community of students, staff and parents committed to academic excellence in a safe and positive environment.

Tedder's entire staff is committed to four best practices that drive all the work we do. 1) The first best practice is ensuring optimal internal and external relationships with all stakeholders. Providing a climate of respect, tolerance and acceptance is the core of the best practice. Every year a School Positive Behavior Plan is developed and adopted by all staff. This plan provides guidelines for behavioral expectations for all areas of the school. This plan includes the school-wide use of the CHAMPS program. Common CHAMPS language PK-5 provides students with consistency and continuity of expectations. CHAMPS posters are visible throughout the school and teachers actively teach the components of the program. A monthly Kids of Character Education Program highlight good character traits and reinforces our mission.

The same character traits we value in our students are also expected of all adults. This year we have implemented Random Acts of Kindness program for all staff members. A bulletin board in the office recognizes staff members who have done a kind act to another. Our weekly Staff News gives "kudos" to staff members going out of the way for a student or staff member.

Excellent customer service is also a priority. Our clerical staff have participated in professional learning to ensure our parents and community always receive prompt courteous attention either on the phone or in the main office.

Developing partnerships with our community businesses is also an important facet of this best practice. We have increased our partnerships to include JM family Enterprises and First Presbyterian Church. Through these partnership we have been able to secure needed supplies and clothes for many of our families and have been able to support teachers with their writing curriculum.

Our core belief is that without optimal relationships with all stakeholders we will not be successful!

The second best practice is developing strong multi systems of support for all students needing interventions. Tedder teachers provide an academic environment of high expectations that is differentiated for all learners. Quarterly running records and monthly math assessments are given. Based on the results tier 2 and tier 3 reading and math interventions formulated. Due to evidence that most students need a tier 2 reading intervention our school has adopted the Leveled Literacy Intervention program as our primary tier 2 reading intervention. We have a school wide common extended hour of reading for all students. Based on their reading levels they are provided with either intervention or enrichment. Support staff and additional teachers support this extended hour to ensure we are reaching as many students as possible. Our Collaborative Problem Solving Committee meets weekly to discuss struggling students and make recommendations for support. The committee consists of administration, teachers, coaches, guidance counselor and psychologist. Case managers are assigned to a grade level to support the process and teachers. Student exhibiting social/emotional needs are referred to mentoring programs, guidance groups and/or for family counseling. Attendance is monitored and students with excessive absences or tardiness are referred to our School Social Worker. The response to Intervention is recorded and monitored on a District wide database called BASIS 3.0.

The third best practice is creating a collaborative environment where teachers create assessments, plan together and discuss the outcome of their lessons. Weekly professional learning communities and weekly common planning times are established at the beginning of the school year. These Professional Learning Communities provides an opportunity for teachers to share student work, resources and discuss ways to enrich or intervene as necessary.

Our fourth best practice our dedication to continuous adult learning. Our Leadership Team and teachers visit other schools to learn about initiative that could benefit our school. This year we have visited schools successfully implementing the Leveled Literacy Interventions

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Program, Dual Language Program, and high yield instructional strategies. This collaboration helps strengthen our teacher's ability to improve student achievement.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Over the last 5 years there has been an emphasis on hiring staff to increase the diversity and to better mirror the demographics of the families we serve. Presently we have 8 (10%) staff members who speak Creole and 12 (16%) staff members who speak Spanish. This has helped us to better communicate with our families and has provided excellent role models for our students.

We have been the recipient of over \$17,000 of grant money to improve programs at Tedder. One grant from the Laura Bush Foundation was for \$7,000 to purchase Spanish and French books for our Media Center. These books are helping to support our Dual Language Program that started this year in Kindergarten. Next year, we will add first grade to the program. We also purchased informational magazines for all students to check out in our Media Center. The other grants supported writing in our intermediate classes.

Tedder's learning gains in reading and math on the FCAT have substantially increased over the last three years they were calculated. Our learning gains in reading increased from 59% on the 2011-2012 FCAT to 68% on the 2013-2014 FCAT Reading Assessment. Our learning gains in math increased from 54% in 2011-2012 to 62% on the 2013-2014 FCAT Math Assessment. Our learning gains in reading and math for the lowest 25% of our students have also increased significantly. Reading gains for the lowest 25% went from 67% to 76% and Math learning gains for lowest 25% increased from 62% to 78% on the 2013-2014 FCAT.

We believe this is the result of our laser focus on the multi tiered systems of support. Each year we have improved our process and training resulting in increases each year. Another area of achievement is our increase in Science proficiency based on the Science Statewide Assessment. For the 2013/2014 FCAT Science Assessment our proficiency was 31% we showed an increase in 2014/2015 to 48%.

We currently administer a quarterly running reading record called the Benchmark Assessment System (BAS) and we are demonstrating increased proficiency in reading. Grade 1 BAS from Q1 to Q3 showed an increase of 11% proficiency. Grade 2 BAS from Q1 to Q3 showed an increase of 31% in reading proficiency. Grade 3 BAS from Q1 to Q3 shows a 7% increase in proficiency. Grade 4 BAS from Q1 to Q3 showed an increase of 8% in proficiency. Grade 5 has not showed an increase in BAS from Q1 to Q3 they have remained the same.

An identified area of improvement is increasing our overall proficiency in reading and math. Based on the 2014/2015 FSA our reading proficiency was 25% and math proficiency was 35%. Our 2015/2016 School Improvement Goal is to improve our proficiency rates by strengthening all of our teachers' instructional strategies through professional development, learning communities, coaching and modeling. This year we have added increased literacy support for our primary teachers by hiring an additional Literacy Coach dedicated to our primary teachers. This coach has supported teachers with data analysis, developing formative assessments and improving instructional strategies. To improve math proficiency we have a school wide focus on math fluency. Reflex Math program in addition to math fluency centers are being used daily in every classroom. Our overall math fluency has increased from an average of 14% to 53% proficient.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Tedder Elementary's goal is to not only produce students with high academic achievement but to also develop well-rounded students that will be productive citizens. With this belief in mind, we encourage student participation in the various clubs we offer. Students participate in Safety Patrol, Violin, Chorus, Recorder, Recycling, Best Buddy, Media, and Math Clubs. By participating in these clubs we believe that students learn important character traits that will help them in the world of work and their life after school. Respect, cooperation, responsibility, working with others, and accomplishing a goal are just a few things that these clubs teach our students.

Tedder this year has held Family Engagement Nights every month. These family nights focus on Literacy, Math, Science in order to empower the parents to help support their children while at home. Our last Family Night was February 2016. We had over 150 parents in attendance! Good home-school communication and developing a culture of collaboration with our families is a very important goal for Tedder Elementary.