

Broward County Public Schools

# Watkins Elementary School



2015-16 School Improvement Plan

## Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	95%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	98%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	F	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Broward County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Watkins Elementary is to create an environment where students and staff exceed the academic expectations set to meet their maximum potential.

##### **Provide the school's vision statement**

Watkins is committed to all students, faculty and staff to reach their maximum potential as they become College and Career ready.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Watkins Elementary is continually working to build relationships between all stakeholders. It is important that the students and teachers develop a culture that ensures we are meeting the academic and social needs of our students. Communication with the parents about the progress of their child is just as important. As a team we all need to work together to support the children. Our district and school continually work to build a positive relationship with our families. During Pre-planning and continuing throughout the school year, staff participates in team building activities and professional development that supports the continuous improvement of building culture and relationships. In addition, we plan different activities throughout the school year which allow students and teachers to work together outside the school setting.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Each morning staff greets the students as they enter the doors with a "Good Morning, and a positive comment about the day". As students prepare for the day we have teachers and staff throughout the hallway monitoring the students ensuring that all visitors have checked into the front office before walking throughout the building. Once the school bell rings all doors and gates are locked except for the main entrance door. Additionally, the expectation is set for students and staff to respect each other. Students participate in training provided by the guidance counselor throughout the school year. Trainings consist of Anti-Bullying, good touch/bad touch, and internet safety. Additionally, the Assistant Principal conducts quarterly positive behavior assemblies, detailing school wide behavioral expectations. As part of the districts Climate grant we were able to create a Positive Behavior Plan. Our expectations are explained using the ROAR acronym, which stands for R -Respect, O - Own Your Choices, A - A positive Attitude, R - Responsibility. Student who meet the monthly criteria participate in our ROAR celebrations. We want to ensure that students feel safe at the school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school wide expectation plan details clear behavioral expectations and the requirements for being safe, responsible and respectful in all areas of the school. For example, the cafeteria, bus loop, walking in the hall and in the classroom. Disciplinary incidents are subject to the established criteria



from the district matrix with an emphasis on reducing both internal and external suspensions. School personnel were trained during pre planning week on the school wide ROAR expectations. Ongoing quarterly workshops with faculty and staff will be conducted in order to continue the reduction of behavioral incidents. Grade level assemblies were held with students in order to orient them to the behavioral requirements detailed in the School Wide Expectations as well as the district's Code of Conduct. Assemblies will also be held quarterly with students.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Watkins has a full time guidance counselor and a full time ESE Specialist. Teachers, parents and staff member are informed of the process needed to support our students with counseling, mentoring or pupil services if needed.

Through the RTI process teachers and parents can refer students for services to help support a child's social-emotional needs.

At the beginning of the school year, staff is assigned to specific roles that meet many of the social emotional needs. Each role has a designated contact person.

Additionally, this year the district is providing meetings through our zones (ZPAC) that allow our team to attend training that is centered around the whole child.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Watkins has an active Parent Teacher Association. The PTA has been instrumental in building community partners to help support our students. The school has also worked with local business and area churches to create a true community relationship that helps our students gain positive successes. We will continue with many of the community events that helped strengthen our supports.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Instructional Coach
Woodard, Shonda	Instructional Coach
Clavijo, Barbara	Teacher, ESE
Hall, Sandra	Teacher, K-12
Freeman, Debra	Teacher, K-12
Canion, Arlisha	Teacher, K-12
Torres, Cecilia	Teacher, K-12
Toussaint, Mary	Teacher, K-12
Roach, Colleen	Guidance Counselor
Lewis, Stacy	Instructional Coach

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The function of the team is to help ensure that the students going through the MTSS process are monitored with fidelity at each step in the process. The intervention specifically targets student deficiencies and needs to be monitored with fidelity. Members of the leadership team supports this process through a case manager designation. The leadership team each holds a significant role that supports the teacher, student and the parents when needed. The leadership team provides key intervention steps when developing the SIP.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students**

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS team meets each week to discuss identified students in Tier 1, Tier 2 or Tier 3. The agenda is developed by the school guidance counselor based on the referrals given. Students names are submitted by classroom teachers, parents, administrators and other staff members at Watkins. The guidance counselor is responsible for organizing the instructional staff necessary for each meeting. The meeting begins with the guidance counselor identifying the students for review. Tier 1 data is reviewed for efficacy. Data from the MTSS intervention is recorded and tracked using academic and behavioral intervention forms. The team, under the leadership of the principal, develops and/or reviews goals and objectives appropriate for the student. Ongoing monitoring is established to include timelines and persons who are responsible for the tracking and monitoring the implementation of the intervention. Interventions are decided based on what is appropriate from the MTSS chart, such as LLI, Super QAR, Phonics for Reading. Each grade level is provided a case manager to work with the teacher to ensure follow up and tracking of data is complete. Based on the data collected, decisions are made regarding curriculum modifications and behavior management. The MTSS Leadership team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented, to include recommendations for evaluation. Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 interventions.

Title I funds are utilized to increase the number of teachers at specific grade levels. Watkins utilizes the Title I staff development money to provide specific trainings for the entire staff at the school. Title I money will be used to conduct trainings on Learning Goals and Performance Standards, Daily Five, and Integrating Literacy through Project Based Learning. In order to effectively conduct these training/professional learning communities Title I staff development money is also used to purchase the materials needed to support the trainings. Through Title I we also will be receiving Extended Learning Opportunity funds. This money will be used to provide additional tutoring for our students. Through Title I money we also have an allocation specific for parent involvement and training. Parent universities are completed throughout the year targeting all academic areas as well as social needs. The student agendas are purchased through parent involvement funds which has increased our communication with parents. Students are able to record their nightly homework assignments and there is additional space for teacher comments and parent responses. When we hold meetings we provide the parents with light snacks.

Watkins will continue to ensure the professional learning communities meet the needs of the teachers, administrators. A survey was completed at the beginning of the school year asking for teacher input. Professional development will be monitored regularly to check for effectiveness. Training provided will be to support the continued implementation of the Florida Standards. Teachers will be able to construct project based lessons that address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom teaching and student learning.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Lori A. Mendez	Principal
Antoinette Britt-Bell	Teacher
Shonda Woodard	Teacher
Cristina Eveillard	Parent
Etasha Andrews	Parent
Lilleth Dookan	Parent
Yenory Gayle	Teacher
Valencia Hightower	Teacher

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Advisory Committee's involvement in the SIP is ongoing. The SAC is involved in reviewing school data on a monthly basis. Stakeholders are active participants in the process. The SAC reviews and evaluates the progress of specific components within the plan at monthly meetings. Data is tracked and compared to the goals of the SIP. Information is monitored and recorded to make the necessary updates and changes for the new school year.

*Development of this school improvement plan*

The SAC meets on a monthly basis. In August, September and October the committee reviews all areas of the school improvement plan. The committee discusses each component and makes any necessary changes. At each meeting throughout the school year the SAC agenda includes time for discussions around data that targets the goal within the school improvement plan. The committee monitors and discusses areas that need to be addressed.

*Preparation of the school's annual budget and plan*

SAC votes on how accountability funds are used. Accountability Funds are utilized annually to promote the school's written objectives and action steps. Additionally, when program changes need to be made because of a budget increase or decrease the SAC committee discusses options that are available.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Last year the SAC council voted to utilize SAC funds to purchase document cameras and elmos for the classrooms. This school year the SAC committee would like to utilize the accountability funds to purchase academic materials, technology and equipment for classrooms.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Instructional Coach
Clavijo, Barbara	Teacher, ESE
Hall, Sandra	Teacher, K-12
Woodard, Shonda	Instructional Coach
Torres, Cecilia	Teacher, K-12
Canion, Arlisha	Teacher, K-12
Roach, Colleen	Guidance Counselor
Lewis, Stacy	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Implementing and Monitoring Professional Development

Implementing and Monitoring Professional Learning Communities - The team works to ensure that teachers are utilizing the district wide CARE process. What specifically do the students need to learn from the given standard? How will you know where the students are relative to the standard? How will the students who are struggling be remediated? How will students who have demonstrated early proficiency be provided enrichment?

Engage in peer coaching

Principal's Reading Challenge - used to motivate students to increase number of minutes read outside of school

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers at Watkins Elementary have a 40 minute common planning time daily as well as 45 minutes after school. During this block of time teachers work on lesson plans, social programs, plan activities and such. After school on select days teachers meet as teams to discuss and develop appropriate curriculum. Each month teams meet with administration to discuss the academic levels of our boys and girls. During this time the teachers also participate in professional learning. In addition to this time, teachers will participate in our monthly data team PLC's to monitor the standards being taught and work on new learning.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

When positions need to be filled at Watkins we work to recruit and hire only highly qualified teachers. Using the district Applitrack system we are able to post any open positions quickly for candidates to quickly apply. When interviewing, a team is present at the interview. The team is comprised of principal, assistant principal, literacy coach, math coach, ESE Specialist and the team leader from the grade in which we are hiring. If other members of our leadership team are available they will be invited to the interview as well. In order to retain high quality teachers at Watkins Elementary Magnet school we meet regularly as teams. The teachers and staff are continually participating in appropriate Professional Development and Professional Learning Communities. Additionally, it is so important that the teachers

work on team building activities that help maintain the culture and morale of the school community in order to maintain a positive and supportive environment as we educate our boys and girls.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers at Watkins Elementary participate in the NESS program. The NESS program supports first year teachers as well as teachers who may be new to a grade level, school or the county. The NESS program helps teachers in all areas from operational procedures, academic procedures and/or behavioral support. Each month the teachers participate in meetings with their mentors and the NESS Liaison. Teachers who participate in this program are mentored by a qualified teacher to help them achieve professional success. We pair teachers based on grade level, as well as the area of need and support. Watkins instructional coaches have completed or are in the process of completing the district coaching credentialing program.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers work in collaborative teams to develop interdisciplinary lessons that are aligned to the Florida Standards. Teachers utilize district resources on BEEP that are aligned to the Florida Standards and Webb's Depth of Knowledge levels. Teachers utilize Journeys, Go Math, and other online materials and resources from the district. Using the MTSS chart, select students will be participating in the Leveled Literacy Intervention Program. Additionally, teachers are developing Performance scales based on the ELA standards.

Select staff will continue to partner with schools in our SES band, sharing best practices. Observing effective programs at other schools is beneficial to meeting individual needs and scaling up our practices.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The process that we follow at Watkins to ensure that our students are meeting standards is based on the district CARE initiative. Administration, support staff and teachers utilize the focused units of study to determine what Florida Standards are being taught. After 2-3 weeks of teaching, where administrators are observing and providing feedback, students complete a formative assessment. We utilize the data from the formative assessment to determine the students who will need remediation as well as the student who need to be pushed beyond their expected targets because they have mastered a standard. Remediation and enrichment is then provided to students based on their individual needs. Another assessment will be given to determine mastery or continued remediation. Classroom teachers utilize a variety of instructional strategies that appeal to multiple intelligences. Teachers use small group instruction, technology and center activities to differentiate instruction to students.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Watkins Elementary Magnet School is currently participating in the Extended School Day Plan as determined by the FLDOE. Certified classroom teachers implement an additional hour of reading instruction that targets individual student needs. The plan allows for instruction in fluency, intensive remediation for targeted deficiencies and teacher read a loud. We track student data in ELA, Math and Science through the CARE cycle process. Students who do not master the FL Standard through the first process, remediation is given and the students are assessed again.

### **Strategy Rationale**

The above described strategy is intended to remediate students with significant reading deficiencies that are performing below grade level. It also allows for students who are performing at or above grade level to be included in instruction that will allow them to be instructed at a higher level.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Mendez, Lori, lorimendez@browardschools.com

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitoring is ongoing with formative assessments administered every 2-3 weeks. Each grade level participates in ongoing data analysis and conversations with the Administrative Team and instruction is adjusted based on current data analysis.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Watkins Elementary reaches out to neighborhood preschools throughout the year. Several of the local preschools in our community have partnered with us to hold academic and professional trainings for our parents and those of the preschool. District staff has been instrumental in helping to train our parents and community. In March, the preschools are invited to an orientation meeting presented by Administration, Support Staff and the Kindergarten teachers. Informational pamphlets promoting the event are sent to the local preschools. Kindergarten Round Up is held prior to the new school year to orient parents about the requirements for Kindergarten and the expectations when their children begin at our school. Additionally, Watkins attends community events to disseminate information about our program and school. Parents are provided with tips for a successful transition into kindergarten.

### **College and Career Readiness**

### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers use data to plan rigorous interdisciplinary units, then our students will increase proficiency on assessments.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If teachers use data to plan rigorous interdisciplinary units, then our students will increase proficiency on assessments. **1a**

G074630

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	55.0
FCAT 2.0 Science Proficiency	40.0
FSA English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** **2**

- Journey's
- BEEP
- Leveled Literacy Intervention
- Reading Logs
- CPALMS
- Readworks.org
- Response Journals
- Science Fusion - Leveled Readers
- Leveled Book Room
- I Ready
- Accelerated Reader
- FCRR
- Super QAR
- 

**Targeted Barriers to Achieving the Goal** **3**

- A deeper understanding of informed data based decisions aligned to effective instructional strategies to the Florida Standards and NGSSS(Science).

**Plan to Monitor Progress Toward G1.** **8**

District Formative assessment  
 Weekly comprehension assessments.  
 Units of Integrated Studies

**Person Responsible**

Shonda Woodard

**Schedule**

Monthly, from 8/17/2015 to 5/6/2016

**Evidence of Completion**

Monthly Data Chat Meetings Student score results Project Based Activities

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers use data to plan rigorous interdisciplinary units, then our students will increase proficiency on assessments. **1**

 G074630

**G1.B1** A deeper understanding of informed data based decisions aligned to effective instructional strategies to the Florida Standards and NGSSS(Science). **2**

 B194911

**G1.B1.S1** Through Professional Development teachers will increase their understanding of effective instructional strategies allowing them to integrate higher order text dependent questioning, student feedback and close reads into daily instruction. **4**

 S206504

### Strategy Rationale

If teachers develop a higher level of understanding and use of instructional strategies then students will improve their reading proficiency.

### Action Step 1 **5**

1. Teachers will participate in professional development activities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their interdisciplinary units aligned to Florida Standards.

#### Person Responsible

Antoinette Britt-Bell

#### Schedule

Monthly, from 7/27/2015 to 5/23/2016

#### Evidence of Completion

Agendas, Sign In sheets, Teacher Surveys

**Action Step 2** 5

2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will use integrated units of studies to address Florida Standards.

**Person Responsible**

Arlisha Canion

**Schedule**

Monthly, from 7/27/2015 to 5/23/2016

**Evidence of Completion**

Plan for integrated units of study, Rubric of Integrated Units

**Action Step 3** 5

3. Utilizing planned integrated units of studies teachers will implement with fidelity Florida instructional strategies.

**Person Responsible**

Shonda Woodard

**Schedule**

Daily, from 8/5/2015 to 5/23/2016

**Evidence of Completion**

Lesson Plans, Integrated Units of Study, Observations, and Student Work Samples.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Use of higher order text dependent questioning  
Student Feedback  
Close Reads

**Person Responsible**

Shereen Reynolds

**Schedule**

Monthly, from 8/5/2015 to 5/23/2016

**Evidence of Completion**

Formal and Informal Classroom observation Data Rubric for Integrated Units of Studies

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Mastery of standards through student work, increase in critical thinking skills.

**Person Responsible**

Shereen Reynolds

**Schedule**

Monthly, from 8/17/2015 to 5/23/2016

**Evidence of Completion**

Formative assessments

**G1.B1.S2** Through PLC's, teachers will track student data using specific formative assessments, meet as teams to determine whether a student has mastered the standard needing enrichment or remediation, and how remediation will be implemented and tracked for proficiency. 4

 S206505

**Strategy Rationale**

If teachers monitor specific Florida standards through formative assessments as they utilize the focused units of study then students will improve their reading proficiency.

**Action Step 1 5**

Coaches will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.

**Person Responsible**

Shonda Woodard

**Schedule**

Every 3 Weeks, from 8/17/2015 to 5/23/2016

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Teachers will meet with administration and coaches after formative assessments to interpret the data aligning the lessons to students needs and the Florida Standards.

**Person Responsible**

Lori Mendez

**Schedule**

Monthly, from 8/17/2015 to 5/23/2016

***Evidence of Completion***

Administration will track students by individual standards to see who is meeting proficiency and who is still struggling.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Teachers will be responsible for assessing the students and tracking progress by standards.

**Person Responsible**

Lori Mendez

**Schedule**

Monthly, from 8/17/2015 to 5/23/2016

***Evidence of Completion***

Teachers and administration will using tracking data sheets to monitor student prograssion.

**G1.B1.S3** Teachers will deconstruct standards to plan rigorous interdisciplinary units to increase proficiency on assessments. 4

 S206506

### Strategy Rationale

If teachers deconstruct standards to plan rigorous interdisciplinary units then student proficiency will increase.

### Action Step 1 5

Teachers will participate in professional learning that provides instruction on deconstructing the ELA Florida Standards.

#### Person Responsible

Shonda Woodard

#### Schedule

Monthly, from 7/27/2015 to 5/23/2016

#### Evidence of Completion

Lesson Plans and Follow up from training

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Interdisciplinary lessons will be created using effective instructional strategies based on an understanding of the FL Standard.

#### Person Responsible

Shonda Woodard

#### Schedule

Quarterly, from 8/5/2015 to 5/23/2016

#### Evidence of Completion

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Teachers will participate in monthly professional development to build lesson plans based on the Standards.

**Person Responsible**

Shonda Woodard

**Schedule**

Monthly, from 7/27/2015 to 5/23/2016

**Evidence of Completion**

Lesson Plans

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	1. Teachers will participate in professional development activities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their interdisciplinary units aligned to Florida Standards.	Britt-Bell, Antoinette	7/27/2015	Agendas, Sign In sheets, Teacher Surveys	5/23/2016 monthly
G1.B1.S2.A1	Coaches will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.	Woodard, Shonda	8/17/2015	Lesson Plans	5/23/2016 every-3-weeks
G1.B1.S3.A1	Teachers will participate in professional learning that provides instruction on deconstructing the ELA Florida Standards.	Woodard, Shonda	7/27/2015	Lesson Plans and Follow up from training	5/23/2016 monthly
G1.B1.S1.A2	2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will use integrated units of studies to address Florida Standards.	Canion, Arlisha	7/27/2015	Plan for integrated units of study, Rubric of Integrated Units	5/23/2016 monthly
G1.B1.S1.A3	3. Utilizing planned integrated units of studies teachers will implement with fidelity Florida instructional strategies.	Woodard, Shonda	8/5/2015	Lesson Plans, Integrated Units of Study, Observations, and Student Work Samples.	5/23/2016 daily
G1.MA1	District Formative assessment Weekly comprehension assessments. Units of Integrated Studies	Woodard, Shonda	8/17/2015	Monthly Data Chat Meetings Student score results Project Based Activities	5/6/2016 monthly
G1.B1.S1.MA1	Mastery of standards through student work, increase in critical thinking skills.	Reynolds, Shereen	8/17/2015	Formative assessments	5/23/2016 monthly
G1.B1.S1.MA1	Use of higher order text dependent questioning Student Feedback Close Reads	Reynolds, Shereen	8/5/2015	Formal and Informal Classroom observation Data Rubric for Integrated Units of Studies	5/23/2016 monthly
G1.B1.S2.MA1	Teachers will be responsible for assessing the students and tracking progress by standards.	Mendez, Lori	8/17/2015	Teachers and administration will using tracking data sheets to monitor student progress.	5/23/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Teachers will meet with administration and coaches after formative assessments to interpret the data aligning the lessons to students needs and the Florida Standards.	Mendez, Lori	8/17/2015	Administration will track students by individual standards to see who is meeting proficiency and who is still struggling.	5/23/2016 monthly
G1.B1.S3.MA1	Teachers will participate in monthly professional development to build lesson plans based on the Standards.	Woodard, Shonda	7/27/2015	Lesson Plans	5/23/2016 monthly
G1.B1.S3.MA1	Interdisciplinary lessons will be created using effective instructional strategies based on an understanding of the FL Standard.	Woodard, Shonda	8/5/2015	Lesson Plans	5/23/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers use data to plan rigorous interdisciplinary units, then our students will increase proficiency on assessments.

**G1.B1** A deeper understanding of informed data based decisions aligned to effective instructional strategies to the Florida Standards and NGSSS(Science).

**G1.B1.S1** Through Professional Development teachers will increase their understanding of effective instructional strategies allowing them to integrate higher order text dependent questioning, student feedback and close reads into daily instruction.

### PD Opportunity 1

1. Teachers will participate in professional development activities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their interdisciplinary units aligned to Florida Standards.

#### Facilitator

Shonda Woodard Antoinette Britt-Bell

#### Participants

Administration All Classroom teachers

#### Schedule

Monthly, from 7/27/2015 to 5/23/2016

**G1.B1.S2** Through PLC's, teachers will track student data using specific formative assessments, meet as teams to determine whether a student has mastered the standard needing enrichment or remediation, and how remediation will be implemented and tracked for proficiency.

### PD Opportunity 1

Coaches will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.

#### Facilitator

Lori Mendez

#### Participants

All teachers and coaches

#### Schedule

Every 3 Weeks, from 8/17/2015 to 5/23/2016

**G1.B1.S3** Teachers will deconstruct standards to plan rigorous interdisciplinary units to increase proficiency on assessments.

**PD Opportunity 1**

Teachers will participate in professional learning that provides instruction on deconstructing the ELA Florida Standards.

**Facilitator**

Literacy, Math and Science Coach

**Participants**

All Classroom Teachers

**Schedule**

Monthly, from 7/27/2015 to 5/23/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	1. Teachers will participate in professional development activities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their interdisciplinary units aligned to Florida Standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
<i>Notes: Marcia Taite and Hattie's High Effect Strategies</i>						
2	G1.B1.S1.A2	2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will use integrated units of studies to address Florida Standards.				\$0.00
3	G1.B1.S1.A3	3. Utilizing planned integrated units of studies teachers will implement with fidelity Florida instructional strategies.				\$0.00
4	G1.B1.S2.A1	Coaches will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0511 - Watkins Elementary School			\$0.00
<i>Notes: Teachers will be creating interdisciplinary lessons including science and social studies standards into the reading block. In order to support the multi media presentations that need to be present in learning technology will need to be purchased for specific classrooms.</i>						
			0511 - Watkins Elementary School	School Improvement Funds		\$2,000.00
<i>Notes: Teachers will work with administration on how to create focused units of students, write formative assessments and use data to drive individual student instruction. Teachers will utilize LAFS and MAFS to support the individual academic needs of students after the first assessment.</i>						
			0511 - Watkins Elementary School	Title I Part A		\$1,000.00
<i>Notes: Teachers will work with administration on how to create focused units of students, write formative assessments and use data to drive individual student instruction.</i>						
5	G1.B1.S3.A1	Teachers will participate in professional learning that provides instruction on deconstructing the ELA Florida Standards.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

### Budget Data

		120-Classroom Teachers	0511 - Watkins Elementary School	Title II		\$2,000.00
<b>Total:</b>						<b>\$6,000.00</b>