

Broward County Public Schools

Watkins Elementary School



2016-17 Schoolwide Improvement Plan

Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Watkins Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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. Each teacher begins the daily routines with a class morning message. Positive comments and thoughts are included. 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. School wide we use the CHAMPS program and in Kindergarten and First Grade teachers use the PAX program to target appropriate behaviors. 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.

c. 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.

d. 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 academic and or 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308970>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 businesses and area churches to create a true community relationship that helps our students gain positive success. We will continue with many of the community events that helped strengthen our supports.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Instructional Coach
Woodard, Shonda	Instructional Coach
Clavijo, Barbara	Instructional Coach
Canion, Arlisha	Teacher, ESE
Torres, Cecilia	Teacher, K-12
Toussaint, Mary	Teacher, K-12
Roach, Colleen	School Counselor
Alvarez, Theresa	Teacher, K-12
Ford, Donna	Teacher, K-12
Similien, Schqueena	Teacher, K-12
Pomeroy, Linda	Teacher, ESE

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lori A. Mendez	Principal
Antoinette Britt-Bell	Teacher
Shonda Woodard	Teacher
Etasha Andrews	Parent
Yenory Gayle	Teacher
Valencia Hightower	Teacher
Keosha Barry	Parent
Sol Ledger	Business/Community

b. Duties

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

a. 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.

b. 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. If needed action steps can be added or changed to address the needs of the students. The committee monitors and discusses areas that need to be addressed.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Instructional Coach
Clavijo, Barbara	Instructional Coach
Woodard, Shonda	Instructional Coach
Torres, Cecilia	Teacher, K-12
Canion, Arlisha	Teacher, ESE
Roach, Colleen	School Counselor
Pomeroy, Linda	Teacher, ESE
Alvarez, Theresa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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 as a group and separately 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

b. Instructional Strategies

1. 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 classroom formative 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.

2. 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 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 a teacher read aloud. This 60 minute block is used specifically to target ELA standards, however, 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, receive remediation 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)

- Core Academic Instruction

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 presented by Administration, Support Staff and the Kindergarten teachers. Informational pamphlets promoting the event are sent to the local preschools. Students and parents come to the orientation and are able to visit the classrooms to see what the day is like in Kindergarten. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

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.** Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept.
- G2.** Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets.

Strategic Goals Detail

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

G1. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. 1a

G084521

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- A deeper understanding of how to correctly target the specific area where a student is deficient and the appropriate intervention.
- Specific resources for all areas of ELA including standards based instruction for students to utilize at home.
- Understanding ELA Standards in English and Spanish (Dual Language)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journey's
- BEEP
- Leveled Literacy Intervention
- Reading Logs
- CPALMS
- Readworks.org
- Response Journals
- Science Fusion - Leveled Readers
- Leveled Book Room
- I - Ready
- MyOn Reading Program
- FCRR
- Six Minute Solution
-

Plan to Monitor Progress Toward G1. 8

Teachers will track data weekly on the students who are participating in a specific intervention program. Administration will collect the data from each teacher to determine student success within a program. Administration will create a tracking list of teachers who are using the same intervention program to determine if the program is being implemented appropriately by the classroom teacher.

Person Responsible

Lori Mendez

Schedule

Every 3 Weeks, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student data will be tracked by teacher to determine the effectiveness of the implementation.

G2. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. 1a

G084522

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Gains	60.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase math fluency skills throughout all grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math Series
- Reflex Math
- I-Ready
- Acaletics
- Mountain Math (5th Grade Only)
- Calendar Math (K-2)
- Teacher Resource Centers K-5

Plan to Monitor Progress Toward G2. 8

Formative assessment data will be collected on a monthly basis.

Person Responsible

Barbara Clavijo

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Formative assessment data

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. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. **1**

 **G084521**

G1.B1 A deeper understanding of how to correctly target the specific area where a student is deficient and the appropriate intervention. **2**

 **B224565**

G1.B1.S1 Professional Development aligned to research based programs that target students standards- based needs in ELA **4**

 **S237008**

Strategy Rationale

If teachers are provided the training on materials aligned to the standards and students areas of deficiencies, then they will be able to appropriately provide interventions.

Action Step 1 **5**

Teachers will participate in professional development learning communities targeting specific research based intervention programs to use with individual and small groups of students.

Person Responsible

Shonda Woodard

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Teachers will provide appropriate interventions within the classroom setting.

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

Through Lesson Plans, Collaborative conversations, Team Meetings, RTI, and data chats teachers will be able to effectively determine the appropriate deficiency and the intervention necessary to meet students individual needs.

Person Responsible

Lori Mendez

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

I-Observation Teachers will track specific data from the intervention being used. Teachers will provide formative assessment data on a monthly basis tracking individual student data.

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

During collaborative conversations around students who are receiving interventions teachers will discuss and a provide data to support the effectiveness of the intervention.

Person Responsible

Shonda Woodard

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Formative data

G1.B2 Specific resources for all areas of ELA including standards based instruction for students to utilize at home. 2

 B224566

G1.B2.S1 Watkins will provide appropriate resource materials for students to take home to support their literacy performance. 4

 S237009

Strategy Rationale

If students have materials specific to their need to use at home, they will increase their level of proficiency in reading.

Action Step 1 5

Students will be provided with materials to support the understanding of ELA Standards

Person Responsible

Shonda Woodard

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Students will be able to bring resources home to support their academic needs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Materials will be checked out from one centralized location to monitor that appropriate materials are being taken home by the students.

Person Responsible

Shonda Woodard

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Material Sign out sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor the sign out sheets to show that students are utilizes the materials.

Person Responsible

Shonda Woodard

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Material sign out sheet

G1.B3 Understanding ELA Standards in English and Spanish (Dual Language) 2

 B224567

G1.B3.S1 Students will utilize thinking maps and graphic organizers to break apart the ELA standards.

4

 S237010

Strategy Rationale

If teachers and students understand how to break down the standard then proficiency levels will increase.

Action Step 1 5

Teachers will use thinking maps and graphic organizers in the classroom to help students break down the ELA standards.

Person Responsible

Shonda Woodard

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will include thinking maps and graphic organizers into their lesson plans.

Person Responsible

Lori Mendez

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Student created thinking maps and graphic organizers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students will increase their proficiency on ELA formative assessments

Person Responsible

Lori Mendez

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Student work and an increase in knowledge of the ELA standards.

G2. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. 1

G084522

G2.B1 There is a need to increase math fluency skills throughout all grade levels. 2

B224568

G2.B1.S2 Students will participate in instruction that spirals the standards for constant exposure to each standard. 4

S237012

Strategy Rationale

If students have constant exposure practicing math problems derived from the different standards, then their proficiency will increase.

Action Step 1 5

Teachers will provide instruction and practice spiraling the math standard during a portion of the math block.

Person Responsible

Barbara Clavijo

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The math coach will collaborate with teams to create lessons that allow time to spiral the standards.

Person Responsible

Barbara Clavijo

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Student Work Samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will monitor effectiveness by completing mini formative assessments, center based activities as well as assessment data.

Person Responsible

Shereen Reynolds















Schedule

Every 3 Weeks, from 9/12/2016 to 6/2/2017

Evidence of Completion

Formative assessment data, Student Work Samples

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M312206	Teachers will track data weekly on the students who are participating in a specific intervention...	Mendez, Lori	9/5/2016	Student data will be tracked by teacher to determine the effectiveness of the implementation.	6/2/2017 every-3-weeks
G2.MA1  M312209	Formative assessment data will be collected on a monthly basis.	Clavijo, Barbara	9/12/2016	Formative assessment data	6/2/2017 monthly
G1.B1.S1.MA1  M312200	During collaborative conversations around students who are receiving interventions teachers will...	Woodard, Shonda	9/5/2016	Formative data	6/2/2017 weekly
G1.B1.S1.MA1  M312201	Through Lesson Plans, Collaborative conversations, Team Meetings, RTI, and data chats teachers will...	Mendez, Lori	9/5/2016	I-Observation Teachers will track specific data from the intervention being used. Teachers will provide formative assessment data on a monthly basis tracking individual student data.	6/2/2017 weekly
G1.B1.S1.A1  A306098	Teachers will participate in professional development learning communities targeting specific...	Woodard, Shonda	9/5/2016	Teachers will provide appropriate interventions within the classroom setting.	6/2/2017 monthly
G1.B2.S1.MA1  M312202	Monitor the sign out sheets to show that students are utilizes the materials.	Woodard, Shonda	10/3/2016	Material sign out sheet	6/2/2017 monthly
G1.B2.S1.MA1  M312203	Materials will be checked out from one centralized location to monitor that appropriate materials...	Woodard, Shonda	10/3/2016	Material Sign out sheets	6/2/2017 monthly
G1.B2.S1.A1  A306099	Students will be provided with materials to support the understanding of ELA Standards	Woodard, Shonda	10/3/2016	Students will be able to bring resources home to support their academic needs.	6/2/2017 monthly
G1.B3.S1.MA1  M312204	Students will increase their proficiency on ELA formative assessments	Mendez, Lori	9/19/2016	Student work and an increase in knowledge of the ELA standards.	6/2/2017 weekly
G1.B3.S1.MA1  M312205	Teachers will include thinking maps and graphic organizers into their lesson plans.	Mendez, Lori	9/19/2016	Student created thinking maps and graphic organizers.	6/2/2017 weekly
G1.B3.S1.A1  A306100	Teachers will use thinking maps and graphic organizers in the classroom to help students break down...	Woodard, Shonda	9/19/2016		6/2/2017 weekly
G2.B1.S2.MA1  M312207	Teachers will monitor effectiveness by completing mini formative assessments, center based...	Reynolds, Shereen	9/12/2016	Formative assessment data, Student Work Samples	6/2/2017 every-3-weeks
G2.B1.S2.MA1  M312208	The math coach will collaborate with teams to create lessons that allow time to spiral the...	Clavijo, Barbara	9/12/2016	Lesson plans, Student Work Samples	6/2/2017 biweekly
G2.B1.S2.A1  A306101	Teachers will provide instruction and practice spiraling the math standard during a portion of the...	Clavijo, Barbara	9/12/2016	Lesson Plans	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept.

G1.B1 A deeper understanding of how to correctly target the specific area where a student is deficient and the appropriate intervention.

G1.B1.S1 Professional Development aligned to research based programs that target students standards- based needs in ELA

PD Opportunity 1

Teachers will participate in professional development learning communities targeting specific research based intervention programs to use with individual and small groups of students.

Facilitator

Shonda Woodard

Participants

Classroom Teachers Pre-K - 5th Grade

Schedule

Monthly, from 9/5/2016 to 6/2/2017

G1.B3 Understanding ELA Standards in English and Spanish (Dual Language)

G1.B3.S1 Students will utilize thinking maps and graphic organizers to break apart the ELA standards.

PD Opportunity 1

Teachers will use thinking maps and graphic organizers in the classroom to help students break down the ELA standards.

Facilitator

Shonda Woodard

Participants

Classroom Teachers

Schedule

Weekly, from 9/19/2016 to 6/2/2017

G2. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets.

G2.B1 There is a need to increase math fluency skills throughout all grade levels.

G2.B1.S2 Students will participate in instruction that spirals the standards for constant exposure to each standard.

PD Opportunity 1

Teachers will provide instruction and practice spiraling the math standard during a portion of the math block.

Facilitator

Barbara Clavijo

Participants

Classroom Teacher

Schedule

Daily, from 9/12/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional development learning communities targeting specific research based intervention programs to use with individual and small groups of students.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Watkins Elementary School	SIG 1003		\$60,000.00
			Notes: Diagnostic Assessments BAS Kits DAR Assessment Kits Intervention Resources Leveled Literacy Intervention (LLI) Elements of Reading - Vocabulary - Grades K-5 Foundations - Grades K-2 Great Leaps K-2 and 3-5 Phonics for Reading Grades 2-5 Rewards Intermediate Level Grades 4-5 Six Minute Solution Grades K-2 and Grades 3-5 Super QAR Grades 1-5 Vocabulary Improvement Program Grades 4-5 Words Their Way Grades K-5			
2	G1.B2.S1.A1	Students will be provided with materials to support the understanding of ELA Standards				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Watkins Elementary School	SIG 1003		\$75,000.00
			Notes: Library books at different levels for students to take home Academic Games based around ELA standards Flash Card (Ex. sight words, beginning sounds, ending sounds, Letters) Vocabulary Activity Books LAFS Materials			
			0511 - Watkins Elementary School	SIG 1003		\$10,000.00
			Notes: Laptops to use in the student/family resource room for when trainings are provided.			
3	G1.B3.S1.A1	Teachers will use thinking maps and graphic organizers in the classroom to help students break down the ELA standards.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Watkins Elementary School	SIG 1003		\$25,000.00
			Notes: Thinking Maps and Training			
4	G2.B1.S2.A1	Teachers will provide instruction and practice spiraling the math standard during a portion of the math block.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Watkins Elementary School	SIG 1003		\$28,000.00
			Notes: Acaletics K-5			
			0511 - Watkins Elementary School	SIG 1003		\$2,000.00

Broward - 0511 - Watkins Elementary School - 2016-17 SIP
Watkins Elementary School

	Notes: Mountain Math Kits Grades 3-5		
Total:			\$200,000.00