2013-2014 SCHOOL IMPROVEMENT PLAN

Watkins Elementary School
3520 SW 52ND AVE
Pembroke Park, FL 33023
754-323-7800

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	C	C	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Watkins Elementary School

Principal
Lori A. Mendez

School Advisory Council chair
Antoinette Britt-Bell and Vinson Jones

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Shereen R. Reynolds	Assistant Principal
Shonda Woodard	Reading Coach
Latricia Collier	Reading Teacher
Sandra Hall	Kindergarten Team Leader
Debra Freeman	First Grade Team Leader
Ceciliana Torres	Second Grade Team Leader
Mary Toussaint	Third Grade Team Leader
Antoinette Britt-Bell	Fourth Grade Team Leader
Vinson Jones	Fifth Grade Team Leader
Barbara Clavijo	Team Leader
Keandra Fulton	ESE Specialist
Arlisha Canion	Teacher
Marta Moise	Teacher

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the SAC is comprised of all stakeholders.
Co-Chairs Antoinette Britt-Bell and Shonda Woodard

Administrator - Lori A. Mendez, IZ Rep -Etarsha Andrews, ESE Rep - Emilie Demetrius, Parent - Lilleth Dookan
Parent - Monique Etienne, Teacher - Keandra Fulton, Teacher - Yenory Gayle, Parent - Laurie Graham, Business Partner - Lisa Hernandez, Teacher - Valencia Hightower, Teacher - Vinson Jones, Non-Instructional - Charlene Lee, ESOL Rep - Luz Ma, Parent - Judy Phanor, Parent - Dominique Phgeol
SAF Designee - Sheila Powell, Gifted Rep - George Rivera, Parent - Tara Strindholm and Parent - Kissie Tilsaint

Involvement of the SAC in the development of the SIP

The SAC committee 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 the school improvement plan. The committee monitors and discusses areas that need to be addressed.

Activities of the SAC for the upcoming school year

Throughout the school year the SAC committee will be working on the following activities:
Monitoring the implementation and the effectiveness of the school improvement plan
Conduct Parent Universities based on need, including but not limited to, Understanding of Common Core Standards, Helping Parents to use the BEEP portal and STEM initiative activities.

Projected use of school improvement funds, including the amount allocated to each project

The SAC committee would like to utilize the accountability funds to purchase materials, technology and equipment for the teacher classrooms. The SAC plans to utilize $3500.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Lori A. Mendez		
Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Masters Degree Educational Leadership Bachelors Degree Elementary Education
Performance Record	2012-2013 Grade D Students Proficient in Reading 38% Students Proficient in Math 43% Students Proficient in Writing 57% Students Proficient in Science 31% Reading Learning Gains 56% Math Learning Gains 53% Reading Gains Lowest 25 percent 60% Math Gains Lowest 25 percent 58% 2011-2012 Grade C AYP - No High Standards Reading - 43% High Standards Math - 43% High Standards Science - 27% High Standards Writing - 89.9% Learning Gains Reading - 69% Learning Gains Math - 65% Lowest 25% Reading - 64% Lowest 25% Math 60% 2010-2011 Grade C AYP Not Met - 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58%

Shereen R. Reynolds		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Masters Degree Educational Leadership Bachelors Degree Elementary Education
Performance Record	2012-2013 Grade D Students Proficient in Reading 38% Students Proficient in Math 43% Students Proficient in Writing 57% Students Proficient in Science 31% Reading Learning Gains 56% Math Learning Gains 53% Reading Gains Lowest 25 percent 60% Math Gains Lowest 25 percent 58% 2011-2012 Grade C AYP - No High Standards Reading - 43% High Standards Math - 43% High Standards Science - 27% High Standards Writing - 89.9% Learning Gains Reading - 69% Learning Gains Math - 65% Lowest 25% Reading - 64% Lowest 25% Math 60% 2010-2011 Grade C AYP Not Met - 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shonda Woodard		
Part-time / District-based	Years as Coach: 3	Years at Current School: 8

Areas	Reading/Literacy
Credentials	Bachelor's Elementary Education Reading Endorsed
Performance Record	2012-2013 Grade D Students Proficient in Reading 38% Students Proficient in Math 43% Students Proficient in Writing 57% Students Proficient in Science 31% Reading Learning Gains 56% Math Learning Gains 53% Reading Gains Lowest 25 percent 60% Math Gains Lowest 25 percent 58% 2011-2012 Grade C AYP - No High Standards Reading - 43% High Standards Math - 43% High Standards Science - 27% High Standards Writing - 89.9% Learning Gains Reading - 69% Learning Gains Math - 65% Lowest 25% Reading - 64% Lowest 25% Math 60% 2010-2011 Grade C AYP Not Met - 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58%

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field

50, 98%

 # ESOL endorsed

33, 65%

 # reading endorsed

8, 16%

 # with advanced degrees

7, 14%

 # National Board Certified

0, 0%

 # first-year teachers

3, 6%

 # with 1-5 years of experience

7, 14%

 # with 6-14 years of experience

35, 69%

 # with 15 or more years of experience

6, 12%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

When positions need to be filled at Watkins we work to recruit and hire only highly qualified teachers. When interviewing a team is always at the interview. The team is comprised of principal, assistant principal, reading coach, ESE Specialist and the team leader from the grade in which we are hiring. In order to retain high quality teachers at Watkins Elementary Magnet school we meet regularly as a faculty and 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 moral of the school community to remain positive as we educate our boys and girls.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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. 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.
Teresa Alvarez - Cecilianna Torres
Ashley Augustave - Kristina Jensen
Rosa Liriano - Latricia Collier

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 is so important and needs to be monitored with fidelity and the leadership team supports this process. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets weekly with teachers on students being tracked and monitored through the MTSS process. Each student in the process has a case manager that follows up with the teacher on individual students. Additionally, when the MTSS meetings take place, follow up meetings are scheduled before the teacher leaves the meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MTSS will utilize the following school wide Baseline Data which will include the following:
Florida Assessments for Instruction in Reading (FAIR) K-2 and Levels 1, 2, and 3's in grades 3-5
Oral Reading Fluency
District Benchmark Assessment Test BAT - Reading, Math and Science - Grades 3-5
Diagnostic Assessment for Reading - DAR
FCAT Reading, Math and Science for Grades 3-5
Go Math Assessments
Journey's Reading Assessments
Mini Benchmark Assessments
Progress Monitoring - PMRN, mini assessments, FCAT TestMaker
Mid Year: FAIR, DIBELS, and BAT
END of the Year: FCAT, FAIR, Oral Reading Fluency, DAR, Math and Reading End of the Year Assessments
All teachers K-5 including ESE classes will be meeting with administration three times throughout the school year for formal data chats. Additionally, data chats will be held every month with teams to discuss the progress of students.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

At the beginning of the school year the staff is given updated information on the MTSS process. Additional training is provided as necessary throughout the school year. The parents receive information on the MTSS process through the SAC meetings and parent nights.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year:

Watkins Elementary Magnet school is part of the Twenty-First Century Learning Grant. Beginning Monday, August 19, 2013, 100 of our students Grade 3-5 will participate in this program. The students who attend this program participate in Project Based Learning activities that encompass all core subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected throughout the year and reported to the district and state. The program is federally funded and is evaluated by external monitors throughout the year. Program adjustments are made based on data collection results.

Who is responsible for monitoring implementation of this strategy?

The Twenty First Grant has two facilitators who monitor the curriculum and data. They ensure that all stakeholders are updated on progress of the students who participate in this program.

Strategy: Before or After School Program

Minutes added to school year:

Beginning in October Extended Learning Opportunities will be provided for students in Grade 2-5. Students will receive additional support in reading, writing, math and science. Teachers will work with small groups of children based on specific needs. Students who need remediation or enrichment can participate.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will be given a pre, mid and post of ELO assessment to monitor their progress. Additionally, classroom observations will help to monitor student progress. Program adjustments will be made based on results of data being collected during mid program assessments.

Who is responsible for monitoring implementation of this strategy?

Two teachers will be monitoring the daily progress of the students who participate in this program. The data will be shared with administration on a monthly basis or more frequently if determined necessary.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lori A. Mendez	Principal
Shereen Reynolds	Assistant Principal
Shonda Woodard	Reading Coach
Latricia Collier	Reading Teacher
Barbara Clavijo	ESE Specialist
Keandra Fulton	STEM Teacher
Abigail Palmer	Guidance Counselor

How the school-based LLT functions

The LLT meets monthly to reflect and monitor the literacy at Watkins Elementary Magnet School. The team will discuss curriculum, data analysis, and areas of concerns throughout the school year. The team will focus on identifying areas of concern, studying and planning a course of action to rectify the concern, implementing the action and lastly, reviewing the action for effectiveness. The team will utilize this data to make decisions regarding current and future implementation of programs, schedules and strategies identified for the students. The LLT will act as a liaison between the community and the school. Additionally, the LLT will serve as a resource for the development of the School Improvement Plan.

Major initiatives of the LLT

Implementing and Monitoring Professional Development
Implementing and Monitoring Professional Learning Communities
Engage in peer coaching

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All classroom teachers are responsible for teaching reading. All students participate in a ninety minute uninterrupted block of reading each day. Additionally, specials teachers incorporate reading strategies into their daily instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Watkins Elementary reaches out to neighborhood preschools throughout the year. 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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	38%	No	57%
American Indian				
Asian				
Black/African American	51%	36%	No	56%
Hispanic	58%	42%	No	63%
White				
English language learners	43%	25%	No	49%
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	52%	37%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	22%	40%
Students scoring at or above Achievement Level 4	57	16%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	38	60%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	35	34%	38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	18%	22%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	57%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	43%	No	53%
American Indian				
Asian				
Black/African American	47%	42%	No	52%
Hispanic	49%	51%	Yes	54%
White				
English language learners	41%	41%	Yes	47%
Students with disabilities	33%	25%	No	39%
Economically disadvantaged	47%	41%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	26%	31%
Students scoring at or above Achievement Level 4	63	17%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	130	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	58%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	22%	30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	150	20%	25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	53	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	63	9%	7%
Students who are not proficient in reading by third grade	27	4%	2%
Students who receive two or more behavior referrals	50	7%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student engagement by integrating the four areas of STEM into the math and science curriculum.

G2. Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.

Goals Detail

G1. Increase student engagement by integrating the four areas of STEM into the math and science curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - Elementary School

- STEM - All Levels

Resources Available to Support the Goal

- Access to science experiment materials and tools available through the science lab BEEP LEGO Robotic Science Fusion CPALMS SECME Sleuthacademy.org Environmental Club Butterfly Garden and Vegetable Garden Broward County STEM and Instructional Resources STEM Specials Class Town of Pembroke Park City of West Park Home Depot

Targeted Barriers to Achieving the Goal

- A barrier is limited teacher knowledge and application on the appropriate research-based resources to integrate curriculum.

Plan to Monitor Progress Toward the Goal

Increase real world problem solving skills and use critical analysis across all academic areas.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative and Summative Assessments, oral presentations, student work product.

G2. Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Journey's BEEP Reading Logs Readworks.org Time for Kids Media Center BookAdventure.com Response Journals Science Fusion - Leveled Readers Social Studies Buzz About It Writing Fundamentals Homework Plan

Targeted Barriers to Achieving the Goal

- There is a need for a deeper understanding of instructional strategies to implement Common Core Standards.

Plan to Monitor Progress Toward the Goal

Mini Bats assessment FAIR assessments All students Weekly comprehension assessments. Units of Integrated Studies

Person or Persons Responsible

Administration Leadership Team Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly Data Chat Meetings Student score results Project Based Activities

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student engagement by integrating the four areas of STEM into the math and science curriculum.

G1.B1 A barrier is limited teacher knowledge and application on the appropriate research-based resources to integrate curriculum.

G1.B1.S1 A strategy is to increase teacher awareness and instructional application through continued professional development on available research based resources and materials for hands on application focusing on the four areas of STEM.

Action Step 1

4. Lead teachers will support the creation and the implementation of lessons in the classroom.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Monthly - October - June

Evidence of Completion

Calendar of support provided and teacher surveys

Action Step 2

2. Teachers will collaborate to develop integrated lessons from professional development.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Common Planning Time - October - June

Evidence of Completion

Sign in sheets, agenda, and follow up activities from training

Action Step 3

3. Teachers will integrate instructional application strategies throughout the curriculum.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Monthly - October - June

Evidence of Completion

Lesson Plans, Student Work Samples, Observations

Action Step 4

1. Professional development to navigate teachers through the science and math resources and provide hands on demonstrations for grades K-5.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Monthly, October - June

Evidence of Completion

Sign in sheets, agenda, teacher surveys and follow up activities from training

Facilitator:

Keandra Fulton and Linda Pomeroy

Participants:

All Classroom Teachers

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

Monitor teacher application of science and math resources as well as hands on activities in the general classroom science and math lessons.

Person or Persons Responsible

Administrator, Facilitators and Lead Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples, Lesson Plans, Administrative walk-throughs, peer observation

Plan to Monitor Effectiveness of G1.B1.S1

Pre and Post survey measuring teacher awareness of resources being integrated into STEM areas. Through administrative observations of authentic student work.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk-throughs, Student Journals, Sample Student Work and Survey Results

G2. Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.

G2.B1 There is a need for a deeper understanding of instructional strategies to implement Common Core Standards.

G2.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.

Action Step 1

1. Teachers will participate in professional learning communities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their daily instruction.

Person or Persons Responsible

Administration All Classroom teachers

Target Dates or Schedule

Monthly - August - June

Evidence of Completion

Agendas, Sign In sheets, Teacher Surveys

Facilitator:

Shonda Woodard Latricia Collier

Participants:

Administration All Classroom teachers

Action Step 2

2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will create integrated units of studies that address the Common Core State Standards.

Person or Persons Responsible

Administrators All Classroom Teachers

Target Dates or Schedule

Common Planning Time

Evidence of Completion

Plan for integrated units of study, Rubric of Integrated Units

Action Step 3

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

Person or Persons Responsible

Administrators All Classroom Teachers

Target Dates or Schedule

Monthly- September - June

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Use of higher order text dependent questioning Student Feedback Close Reads

Person or Persons Responsible

Administration Facilitators Lead teachers

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 the Implementation of Common Core, 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. One specific training provided is the Mega skills program. 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 Common Core initiative. 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.

Watkins is fortunate enough to have the 21st century learning grant program at our school. This program allows 100 students, which are selected from 3-5 grade, to participate in an afterschool program Monday-Thursday. The students work to complete project based learning activities developed around specific themes.

All students participate in non-violence, anti-drug and anti-bullying programs. The students are able to attend assemblies and activities around each of these programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement by integrating the four areas of STEM into the math and science curriculum.

G1.B1 A barrier is limited teacher knowledge and application on the appropriate research-based resources to integrate curriculum.

G1.B1.S1 A strategy is to increase teacher awareness and instructional application through continued professional development on available research based resources and materials for hands on application focusing on the four areas of STEM.

PD Opportunity 1

1. Professional development to navigate teachers through the science and math resources and provide hands on demonstrations for grades K-5.

Facilitator

Keandra Fulton and Linda Pomeroy

Participants

All Classroom Teachers

Target Dates or Schedule

Monthly, October - June

Evidence of Completion

Sign in sheets, agenda, teacher surveys and follow up activities from training

G2. Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.

G2.B1 There is a need for a deeper understanding of instructional strategies to implement Common Core Standards.

G2.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 learning communities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their daily instruction.

Facilitator

Shonda Woodard Latricia Collier

Participants

Administration All Classroom teachers

Target Dates or Schedule

Monthly - August - June

Evidence of Completion

Agendas, Sign In sheets, Teacher Surveys

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement by integrating the four areas of STEM into the math and science curriculum.	$1,000
G2.	Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.	$2,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I Staff Development	$2,000	$2,000
Inservice	$1,000	$1,000
Total	$3,000	$3,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student engagement by integrating the four areas of STEM into the math and science curriculum.

G1.B1 A barrier is limited teacher knowledge and application on the appropriate research-based resources to integrate curriculum.

G1.B1.S1 A strategy is to increase teacher awareness and instructional application through continued professional development on available research based resources and materials for hands on application focusing on the four areas of STEM.

Action Step 4

1. Professional development to navigate teachers through the science and math resources and provide hands on demonstrations for grades K-5.

Resource Type

Professional Development

Resource

BEEP, Science Kits, Science materials

Funding Source

Inservice

Amount Needed

$1,000

G2. Increase student proficiency through the implementation of Common Core State Standards with an emphasis on literacy.

G2.B1 There is a need for a deeper understanding of instructional strategies to implement Common Core Standards.

G2.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.

Action Step 1

1. Teachers will participate in professional learning communities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their daily instruction.

Resource Type

Professional Development

Resource

Teacher Resource Manual/Guide

Funding Source

Title I Staff Development

Amount Needed

$2,000